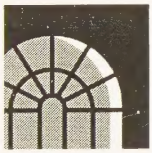
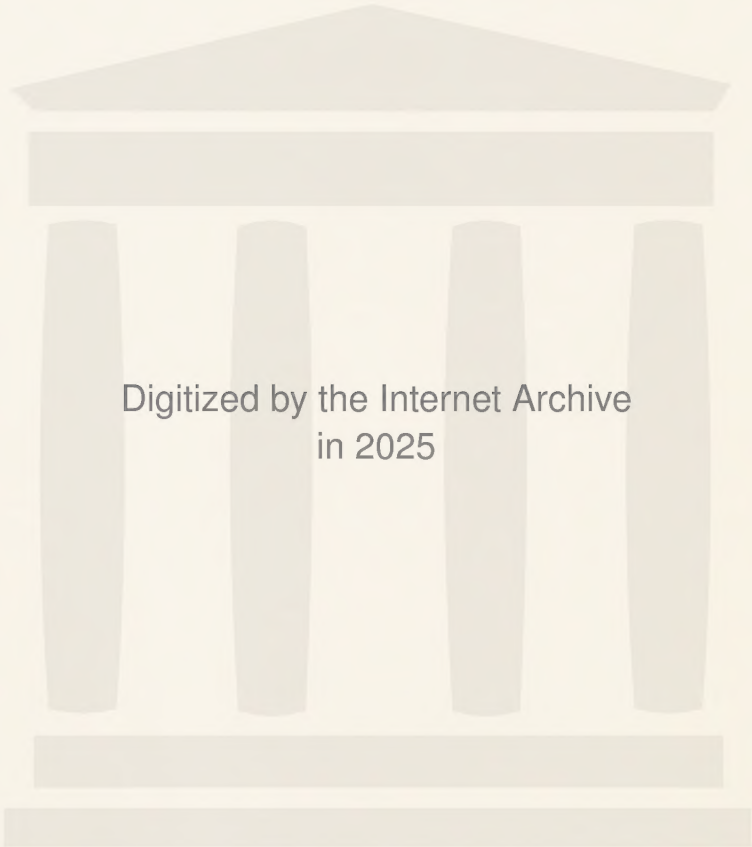


Gift of
Dr. Harry G. Good

Musselman Library
Bluffton University


Digitized by the Internet Archive
in 2025

https://archive.org/details/educationalactiv0000unse

STUDIES IN THE HISTORY OF EDUCATION

BY

ZORA KLAIN, PH.D.

New Jersey College for Women, Rutgers University

QUAKER CONTRIBUTIONS TO EDUCATION IN NORTH CAROLINA
Illustrated, 351 pages, Philadelphia, Pa., 1925

EDUCATIONAL ACTIVITIES OF NEW ENGLAND QUAKERS
228 pages, Philadelphia, Pa., 1928

10 cl.-
NO by Nov. 10

EDUCATIONAL ACTIVITIES OF NEW ENGLAND QUAKERS

A SOURCE BOOK

BY

ZORA KLAIN, PH.D.

HEAD, DEPARTMENT OF EDUCATION, NEW JERSEY COLLEGE FOR WOMEN,
RUTGERS UNIVERSITY

No Longer
the Property of
Bluffton University

PHILADELPHIA
1928

Bluffton University Library

Bluffton College Library

Copyright, 1928
By
ZORA KLAIN

TO

THOMAS WOODY

INDEFATIGABLE RESEARCH WORKER

I was much exercised too with school-masters and school-mistresses, warning them to teach children sobriety in the fear of the Lord, that they might not be nursed and trained up in lightness, vanity, and wantonness. I was made to warn masters and mistresses, fathers and mothers in private families, to take care that their children and servants might be trained up in the fear of the Lord, that themselves should be therein examples and patterns of sobriety and virtue to them.—1648.

GEORGE FOX, *Journal*, 75.

PREFACE

Attention is called in the following pages to some of the outstanding features of Quaker schools in New England from the latter part of the seventeenth century to date. Some space is also devoted to schools supported by New England Quakers in states outside of New England and in other countries. The information contained in this study is obtained almost entirely from minutes of Quaker meetings.

The writer wishes to record his indebtedness to L. H. Wood of New York City, to Dr. Mary Mendenhall Hobbs and to President Emeritus L. L. Hobbs, Guilford College, North Carolina, for letters of introduction which made access possible to the vault of Moses Brown School, Providence, Rhode Island, where most of the records dealing with the educational activities of New England Quakers are deposited. Thanks are also due to Thomas Battey, Custodian of Records, Providence, Rhode Island, whose unfailing kindness and courtesy lightened the task of research. The friendliness and co-operation of other New England custodians of records served as a constant encouragement in gathering the material for this study.

Professor Thomas Woody's continued interest and advice, and his pioneer works in this field of research—*Early Quaker Education in Pennsylvania*, and *Quaker Education in the Colony and State of New Jersey*—have aided materially in the writing of this book. To Professor R. M. Jones and his associates for their scholarly work—*The Quakers in American Colonies*—the author is much indebted for information directing to original source material. Likewise, thanks are due to Professor R. W. Kelsey for help found in his *Centennial History of Moses Brown School.* Finally, my wife, Mary Christine Klain, has aided me in many steps of the work.

ZORA KLAIN.

New Brunswick, N. J. September 1, 1927.

CONTENTS

PREFACE v

INTRODUCTION ix

PART I. A GENERAL SURVEY OF QUAKER EDUCATIONAL ACTIVITIES IN NEW ENGLAND FROM THE SEVENTEENTH CENTURY

I

The Coming of Quakers to New England 1

II

Quaker Educational Standards and Achievements 6

III

Quaker Committees on Education in New England 12

IV

Quaker Educational Progress in New England after the Middle of the Ninteenth Century 24

PART II. QUAKER EDUCATION IN RHODE ISLAND

V

Quaker Schools in Newport 84

VI

Quaker Schools in Smithfield (vicinity of Saylesville and Woonsocket) ... 41

VII

Quaker Schools in Portsmouth 60

VIII

Agitation for the Re-establishing of the Yearly Meeting Boarding School; its Re-opening and Operation in Providence 73

IX

Quaker Schools in other Towns of Rhode Island—South Kingston, Greenwich, and Richmond 102

PART III. QUAKER SCHOOLS IN CONNECTICUT, MASSACHUSETTS, NEW HAMPSHIRE, AND MAINE

X

The Quaker School in Canterbury, Connecticut 111

XI

Quaker Schools in Nantucket, Massachusetts 115

XII

Other Quaker Schools in Southern Massachusetts—Dartmouth, New Bedford, Westport, Swansea, Acushnet and Sandwich 128

XIII

Quaker Schools in Eastern and Central Massachusetts and Southern New Hampshire—Uxbridge, Northbridge, Bolton, Lynn and Salem, Massachusetts; Richmond, Henniker, South Weare and North Weare, New Hampshire 145

XIV

Quaker Schools in Maine—Falmouth, Windham, China and Vassalboro .. 158

PART IV. EDUCATIONAL PHILANTHROPY OF NEW ENGLAND QUAKERS...

XV

Aid Extended to the South and West 175

XVI

Benevolent Work Among Indians 189

XVII

Quaker Schools Supported in Other Countries 197

XVIII

Conclusion 201

Bibliography 206

Index 218

INTRODUCTION

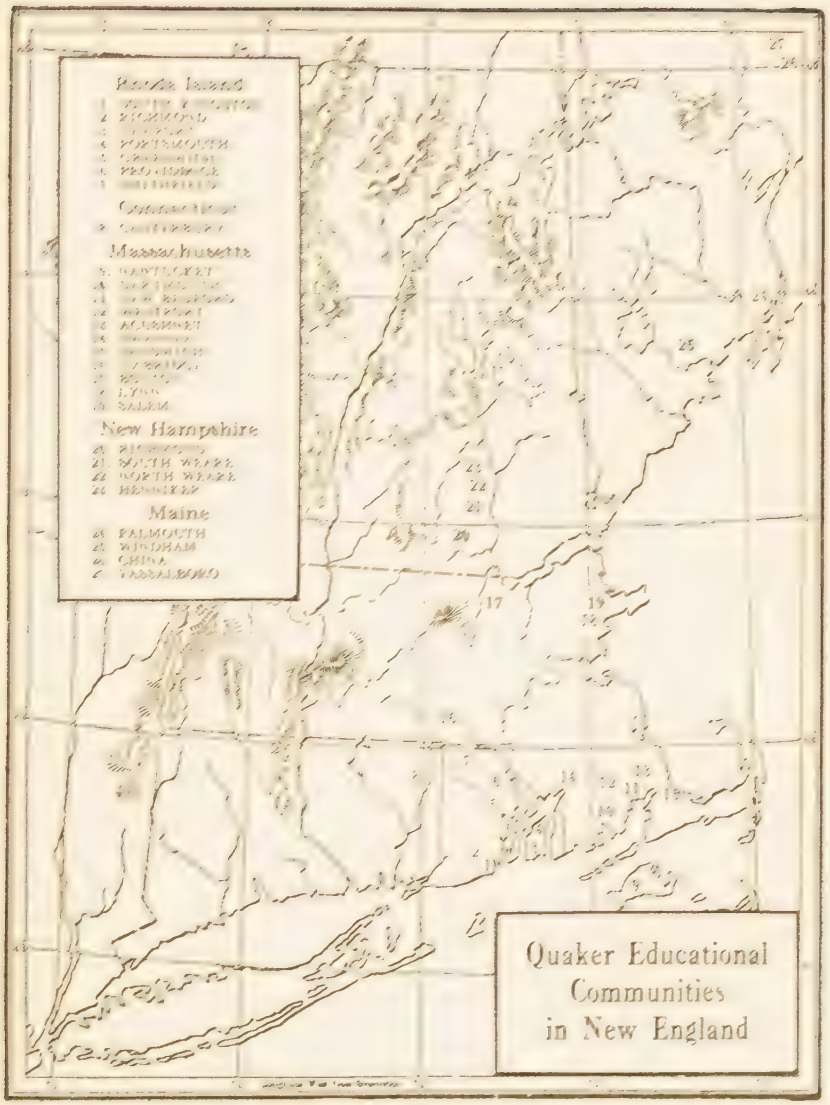
One need only undertake the writing of a thorough general survey of education in the United States to come at once face to face with the fact that, notwithstanding the considerable array of excellent monographs that have been written, there are still numerous and serious gaps in our chain of information. To the present, general accounts have been forced to make many long guesses on one subject or another, touch it inadequately, or omit it entirely.

One field, long neglected, was the educational endeavor of various Quaker communities of the original Colonies. Their records were voluminous; but their inaccessibility and the tedious prospect of reading thousands of pages of manuscript, to cull from them the items on education, appear to have been effective deterrents. Gradually, however, during the past ten years, the authentic sources of information relating to many Quaker communities have been made available for the student of educational history.

About 1925, Dr. Klain published his informative book on *Quaker Contributions to Education in North Carolina.* In the present volume he has brought together the *Ms.* minutes of Quaker meetings of New England. These are more significant, from one point of view, than the Quaker records of the Central Colonies, or of North Carolina, being the record of a struggling minority, situated, at first, in a wholly hostile environment. Dr. Klain has painstakingly collected the sources and set them forth without personal opinion or bias. Students everywhere, who want first-hand sources, will acknowledge their indebtedness to him.

THOMAS WOODY.

University of Pennsylvania,
September 14, 1927.


Massachusetts
New Hampshire
Maine
Quaker Educational
Communities
in New England

PART I

A General Survey of Quaker Educational Activities in New England from the Seventeenth Century

I

The Coming of Quakers to New England[1]

Oppression and persecution to which Quakers were subjected cemented their union, formed about the middle of the seventeenth century, closer together. Authorities in England assumed that the organization would disband if the leaders were checked. But the movement spread rapidly throughout the European countries, and soon found its way across the Atlantic. Although the father of the Society, George Fox, and a number of his outstanding disciples were neither readers of books, other than the Bible, nor students of movements, they nevertheless were able to enlist as followers men like William Penn and John Archdale. They were also capable of organizing a new type of religious society and of introducing moral, social and educational standards of sufficient value which have attracted the attention of thoughtful persons now for nearly three centuries.

Early Quaker missionaries who came across the Atlantic to the American continent sojourned at the West Indian Islands. Two women, Mary Fisher and Ann Austin, were the first Quaker visitors in Barbadoes in 1655. Colonies of Quakers sprang up in Jamaica, Antigua, Nevis and Bermuda; five meeting-houses had been built in Barbadoes before 1700 with a capacity for over 1200 members, and the Quaker population in Jamaica about this time was approximately 9000.

Mary Fisher and Ann Austin remained only a short time in Barbadoes. In the summer of 1656 they proceeded to Boston. This was the beginning of a pioneer work, that is, the establishing

---

[1] The information contained in this chapter is based on Besse, *Sufferings of the Quakers*; Bishop, *New England Judged*; and Jones, *Quakers in American Colonies*.

of a Quaker organization in America. But on their arrival in Boston the women were immediately imprisoned and several weeks later expelled by the guardians of the colony. The master of the vessel which brought them was put under a bond of one hundred pounds to see that they were transported back to Barbadoes.

Laws Against Quakers

Two days after Ann Austin and Mary Fisher sailed out of Boston, August, 1656, a ship bringing eight other Quakers sailed in. They were immediately lodged in the prison vacated just two days before, and after eleven weeks of close confinement the master of the vessel was compelled under a bond of five hundred pounds to transport the eight Quakers back to the mother country. While these eight Quakers were still in prison the General Court of Massachusetts passed their first Law, October, 1656, against the "cursed sect of haereticks lately risen up in the world wch are comonly called Quakers. . . ." The laws rapidly increased in number and severity. Heavy fines were imposed upon those bringing Quakers into the colony, importing Quaker books, attending their meetings, or defending their heretical opinions. Quakers themselves were to be whipped, kept at hard labor until transported from the colony. A Quaker returning after banishment was to lose an ear, or to have his tongue bored through. And in 1658 a law was enacted banishing Quakers on penalty of death in case they should return.[2]

Cruelties

There is sufficient evidence that these laws were enforced in a number of instances. The list of sufferings is long including items of women being stripped stark naked, numerous whippings, imprisonments, banishments, ears cropped, hands branded, heavy fines, many kept without food, neck and heels in irons for hours, property seized, two ordered sold as bond-slaves, and four put to death; and this all before the close of 1660.

---

[2] For a detailed description of these laws, see the Colony Records of Massachusetts, vol. IV, part 1, pp. 277ff.

Quakerism Takes Root

But the Quakers believed themselves messengers sent by God Himself to convert the Puritans! They must needs then come even though death await. And come they did in increasing numbers from 1656. They worked from two centers—Barbadoes and Rhode Island. In Barbadoes a wealthy sugar planter, Lieutenant Colonel Rous, and his son John were the first to join the Quaker cause. Such men gave virile impetus to Quakerism and the Society flourished there. Rhode Island was the other seat of religious liberty, and here the Quakers enjoyed freedom undisturbed. Their work and sacrifice was not in vain. Penetrating into the New England colony the Quakers began steadily to gain ground from 1656 in spite of the savage floggings, imprisonments and other cruelties inflicted upon them. Many joined their ranks and in turn went forth as traveling ministers to "convince" others.

Organization

The type of organization established and maintained by the Quakers aided them materially in gaining power and influence. The *preparative meeting* is composed of members of a small geographical area and accountable to the *monthly meeting* which usually consists of more than one preparative meeting. The *quarterly meeting* commonly has more than one monthly meeting under its control, and the *yearly meeting* comprises all the others; the subordinate meeting is in each case accountable to the larger unit.

Significance of Meetings

In New England, Quaker meetings were held before 1661, because during this year the Yearly Meeting was organized; subordinate meetings were established where need presented itself and where members desired the organization. All are maintained to this day. At first these meetings were held in dwelling houses of prosperous colonists such as William Coddington in Newport, John Newland in Sandwich, Edward Wanton in Scituate, and John Chamberlain in Boston. Special meetings for the young were occasionally held at which passages from

Quaker writings were read and advice given. The readings embodied the religious ideals of the Quaker founders and set forth the type of "walk and conversation" befitting a Quaker. As early as 1676[3] a definite set of "quiries" was formulated the reading of which was intended to give Quakers an opportunity to confess silently. Later set answers were prepared for the "quiries" which called for an examination of the life of the Quaker from moral and spiritual angles. Overseers were also appointed to visit homes and keep a careful watch over the lives of the members. Lotteries, card playing, dancing, the use of liquor, horse racing, not keeping one's word and many other misdemeanors were censured.

In several communities Quakerism flourished before 1700. Minutes of meetings are extant from 1672[4]. The Quaker organization had already sunk its roots deep into the soil of its new home in America. The New England Yearly Meeting had been in close communication with its own subordinate meetings and with other meetings in America and abroad before 1685:

> . . . it is agreed at this meeting that provition be made at Boston for friends yt travell in ye service of truth.[5]

> It is agreed at this meeting that the same ffriends yt write in behalfe of ye Last halfe years meeting at Sandwich Wright to G. F. and to the yearly meeting in London to give them an accompt of the afares of Truth here among us and all soe to Penselvena, West Jersey and MerEland . . . with a Sallutation in Ye Love of God.[6]

Distribution of Quaker Literature

Books and pamphlets had been brought across for distribution from the very first year, 1656, of the Quaker advent to New England. Although the first shipment of books brought by Ann Austin and Mary Fisher that year "were doomed to go up in smoke," nevertheless Quaker literature soon got into the hands

---

[3] R. I. Mo. Mtg.
[4] Sandwich Mo. Mtg.
[5] Min. N. E. Yr. Mtg., 15–IV–1685.
[6] *Ibid.*, 14-IV-1686.

of those willing to be "convinced". Nicholas Upsall of Boston tried to save the books as well as the prisoners; the report of the Quaker doctrine interested him. Many others were soon interested and "convinced". Minutes of meetings show that the distribution of Quaker literature became a regular activity of the organization:

> The printed papers sent by J. Bowden were distributed amongue Ffriends . . . It is ordered by this meeting that Walter Clarke shall deliver the Books to ffriends . . .[7]

> James Burril haveing presented A Booke in manuscript to this Meetinge for ye perusall and approbation of friends to have it printed—this meeting Doth Appoint Walter Clarke, Daniell Gould, Jacob Mott and Ebenezer Slocomb to peruse and veiew the Same an to give frinds their Sence of it and if they approve of it to Recomend it to frinds in pensilvania for theire farther perusall in order to ye press.[8]

The promulgation of the Quaker principle continued in spite of the fact that laws were enacted against "their boxes of erroneous books and hellish pamphlets."

---

[7] *Ibid.*, 16-IV-1684.
[8] *Ibid.*, 9-IV-1699.

II

Quaker Educational Standards and Achievements

Meeting Houses and Schools

Some educational work was invariably carried on in the early Quaker meeting house. Under the heading *Significance of Meetings* in Chapter One, attention was called to the early New England Quaker meetings held in the homes of prosperous Quaker colonists. That the New England Quakers possessed especially built meeting houses prior to 1682 is evident from a minute found in the records of the Rhode Island Quarterly Meeting, 5-X-1682, in which:

"It was agreed that convenient shuts be made for the *meeting house* windows."

Two years later, 24-XII-1684, Christian Loddewick asked for the use of the *meeting house* in Newport to keep a school. Other minutes of meetings contain many references to meeting houses before the close of the seventeenth century.[1]

Quaker schools were often kept within Quaker meeting houses, but in a number of places in the seventeenth century separate buildings were provided.

Fox Sponsored Education

This practice was consistent with the advice given and the example set by George Fox and other Quaker leaders who urged from the very founding of their organization that educational institutions be established. Fox especially exercised a marked influence as an educator. Boarding schools were established upon his recommendation as early as 1667, one at Waltham for boys and one at Shacklewell for girls. Fox wanted Quaker children to be taught things "civil and useful in the creation."[2]

---

[1] Min. N. E. Yr. Mtg., 8–IV–1694; also 11–IV–1697, and others.
[2] Fox, *Journal*, 409 ff.

Penn's Contribution to Education

And when the Quakers came to the American colonies they brought with them the belief in a careful elementary education for all their children, and the mastery, even by the wealthy, of some trade.

William Penn's distinct encouragement of and provision for real knowledge and the learning of trades in connection with literary studies, his numerous parks early opened in Philadelphia, and his many other educational recommendations, are certainly as creditable to him and his associates at that time as are some modern educational programmes to their sponsors.[3]

Beginning of Quaker Education in New England

The educational ideals of the New England Quakers did not fall very far short of the advice given by Quaker leaders in other communities. Although in too many instances the only nourishment for the mind of Quaker youth consisted merely of the literature produced by Quakers themselves, the organization nevertheless soon seemed to realize that if Quakers were to maintain a position of power and influence they must produce a number of leaders at least proportionate to the number arising through the efforts of other agencies, and to do this the necessary vicarious learning for their children had to be provided. Elementary schools were accordingly established in which the rudiments of learning were taught. Later secondary schools were established where a thorough education was offered.

The first record found of an educational activity among New England Quakers is in the book of minutes of Rhode Island Monthly Meeting, 24-XII-1684. This record is in the form of a request from Christian Loddewick "to have the yous of the meeting hous in Newport for keeping of a scoole." The Quakers of this meeting granted this request and encouraged Loddewick in his work.

---

[3] Penn, *Reflections and Maxims*, Phila., 1901, 13–16; Letters in Penn's Tracts on Moral and Religious Subjects, 6ff; Advice to his Children, Tracts, II, 20ff.; for the consideration given to education in Penn's Frame of Government, 1682, 1683, 1696, see Col. Rec. of Penna., I, XXVI ff., 36 ff., 93 ff.

It is evident that from their first appearance, in 1656, in New England until at least the latter part of the seventeenth century the Quakers were too busy establishing themselves in their new home to have much time to devote to education. But the request of Christian Loddewick indicates that schools, although primitive, or meeting places used as schools, had existed among the New England Quakers prior to 1684. Minutes of Quaker meetings held in the early part of the eighteenth century contain further evidence that the Quakers of New England continued to provide some educational facilities for their children:

> Abraham Anthony is Desired to Enquire after a scoole-master and Endevor to gett one heare.[4]
>
> John Warner . . . proposes to Bee Imployed as a Scoolemaster "[5]

Religious Influences in Education

Like all other religious organizations the Quakers were eager to have their children taught by members of their own faith. The advice sent to the New England Quakers by the London Yearly Meeting in 1690 and following years urged this:

> And Dear Friends, It is our Christian and Earnest Advice and Counsel to all Friends concerned, So far as they are able or may be Capable, to provide School-Masters and Mistresses, who are Faithful Friends, to teach and instruct their Children, and not to send them to Such Schools where they are taught the Corrupt Ways, Manners, Fashions and Language of the World . . .[6]

That the New England Quakers considered this advice worthy is evident from the recurring "queries" appearing in their minutes of meeting:

> Whether ffriends have a onist ffriend ffor a scoolmaster yea or nay and if not to do there utmost Endeavor to gett one, to teach there Children and not to Send them to such Schools where they are Taught ye Currupt ways, manners, ffashions and Tongue of ye world.[7]

---

[4] Min. R. I. Mo. Mtg., 15–VI–1703.
[5] *Ibid.*, 14-VII-1703.
[6] See also Min. London Yearly Mtg., 1–IV–1691; 13–III–1695.
[7] Min. N. E. Yr. Mtg., 13–IV–1701.

Evidently in the opinion of the New England Quakers at this time, the schools which had been established by the Puritan fathers as a result of the Massachusetts laws of 1642 and 1647 were considered morally harmful and degenerate:

> That Friedns do their endeavors to gett Friends Schoolmasters or Mistrises. And in want of Such to have their Children Taught att home, not Send them to such as are not Frds because of the Danger of being Corrupted with the hurtful Conversation of other youth or otherwise.[8]

These exhortations were not wholly in vain:

> Salem Quarterly Meeting caled on They p'sent an Epistle . . . that they have agreed to restrain all ffriends belonging to that quarterly meeting from sending their children to the Presbeterian Schools or to learn in their books . . .[9]

It is obvious from the foregoing minutes of meetings that the Quakers of New England from the latter part of the seventeenth century made an earnest attempt to secure teachers of their own organization to instruct their children in small local schools. The schools were in most cases maintained by private patronage plus some encouragement from the local meeting. Religion was the chief subject of instruction, incidentally children were taught to read, write, spell, and cipher. Before the middle of the eighteenth century, however, New England Quakers were recommending instruction in modern foreign languages:

> Advised that friends who are of ability, and have posterity at heart, would in the education of their children take care . . . to let them be instructed in some modern tongues, as French, High and Low Dutch, Danish,. . .[10]

Minutes of meetings, however, indicate that New England Quakers often sent their children to the so-called "mixed"

---

[8] *Ibid.*, 14-IV-1708.
[9] *Ibid.*, 17-IV-1717.
[10] *Ibid.*, Rules of Discipline, 1737, p. 47.

schools, clearly because there was not a sufficient number of Quaker schools in certain localities during the colonial period. But under their own teachers and in their own schools the Quakers afforded the rudiments of instruction to a number of the Quaker children in many Quaker communities. This was by no means a minor accomplishment since the Quaker population in New England about the middle of the eighteenth century was well over 5,000.[11]

In the latter part of the eighteenth century the New England Quakers under the able leadership of such men as Moses Brown set out to educate their children in a manner commensurate with the strength of their organization and with the rapid growth of a young and virile nation of which they were a part. The extent of the instruction of the time and the views of one educational leader of this period may be understood by glancing at certain correspondence of Moses Brown:

> I am glad to find thou hast now, in thy advanced years, to rejoice at the opportunity of promoting the welfare of youth in their education; and it is a satisfaction to me to find there is reviving a concern amongst Friends on this important subject. We have here essays to promote the pious education of our youth, but from the want of suitably qualified persons for the service and of a greater openness among Friends to liberally encourage such, there is not, at present, that prospect of extensive usefulness which I should be glad to see . . . I have no doubt that a right understanding of our mother tongue may be had without Latin or other learned languages, yet I have thought whether they are not useful for some geniuses? If so, it will be necessary that there be a school capable of teaching them. . . . they may be useful to few; I should be glad of thy service on this point and whether some other modern languages than our own ought not to be encouraged. . . . These are points upon which I am not determined. . . . Jillet Emmet of Nantucket, a Friend who understands Latin and French, wants a school hereabout. I have never had an idea that Friends especially here in New England have a desire or appreciation for high learning; for, indeed we are an illiterate set of people compared with others. Very few, I think only five or six in our Yearly Meeting are acquainted with any tongue but their own, and many cannot write even their names. . . .
>
> With respect to the education of our youth I would propose as the fruit of

[11] *Jour. of Frds. Hist. Soc.*, vol. I, 102.

41 years of experience, after English Grammar—Arithmetic, mensuration, the use of the scale and compasses; and thus open the way to those parts of the Mathematics which their situation may require . . . a short plain set of merchants accounts. . . . a general knowledge of Geography, the Mechanic Powers, the Elements of Astronomy, the use of the Microscope in discovering the minutest parts of creation, which with a knowledge of the magnitude of the heavenly bodies would enlarge their ideas. Such parts of history as would convey a right idea of the corruption of the human heart, the true nature and effects of War, the advantage of virtue . . . Bright boys should be allowed Anatomy and other elective branches of a substantial education. These necessary parts of knowledge may be proposed in lectures which the pupil should write down, and when corrected, copy for future perusal. . . .[12]

---

[12] Excerpts from letters, 1780, 1784, Moses Brown to Anthony Benezet and to David Barclay, respectively—Austin Collections, Pkg. 20, Moses Brown School, Prov., R. I.

III

Quaker Committees on Education in New England

The first Quaker committee on education in New England, found recorded in the minutes of meetings, is dated 1684 when the Rhode Island Monthly Meeting gave Christian Loddewick permission to make use of the meeting house in Newport for a school.[1] Quaker committees on education from this date were appointed when the need presented itself. Thus in 1703, Abraham Anthony was appointed to make inquiries respecting a schoolmaster and to employ him for Newport.[2] The very next month, 14–VII–1703, Abraham Anthony and John Easton were appointed to assist John Warner in procuring scholars for the Quaker school in Portsmouth. In 1711 a committee was appointed to procure "both sorts" of George Fox's Primers and to have them distributed according to the needs of the various Quaker committees.[3] Also the same year a Quaker committee was appointed to "lay out" land for a school house.[4] The Quaker Committee on education according to minutes of meetings was thus established permanently in the last quarter of the seventeenth century. Often only one member of the meeting would constitute the committee, as in 1740 when Samuel Easton was appointed to pay William Lake for teaching Quaker children.[5]

Educational Recommendations of Quaker Leaders in New England

Often suggestions which later had wide influence in educational matters were first made by leaders of committees appointed by subordinate meetings. The superior meeting would then take the leadership and accomplish united action. Thus it was within the Smithfield Monthly Meeting the latter part of the eighteenth century that the leaders of the committee on educa-

---

[1] See *Christian Loddewick—Schoolmaster* in Chapter Five of this study.
[2] Min. R. I. Mo. Mtg., 15–VI–1703.
[3] Min. R. I. Qr. Mtg., 13–V–1711.
[4] Min. R. I. Mo. Mtg., 26–XII–1711.
[5] *Ibid.*, 15-IX-1740.

tion, especially Moses Brown, began a renewed agitation for Quaker schools which led to a wider interest in education. Learned men like Moses Brown were themselves inspirations, they kept in touch with the progress of the times. And the latter part of the eighteenth century, the period of academies, experienced a general forward movement in education. During this time, too, a closer bond than ever before was formed between the Philadelphia and the New England Yearly Meetings. Advice from the Pennsylvania Quakers came often and was regularly recorded in the minutes of meetings of the New England Quakers.

Advice on Education from the Philadelphia Yearly Meeting

The advice that was sent up in 1778 by the Philadelphia Yearly Meeting was of paramount importance to education and the establishing of Quaker schools in New England:

> The Committee finds, upon investigation, that the previous advices, particularly since 1750, have not been sufficiently followed, and very little has been effectually done therein. We, therefore, think it necessary that it be recommended to the Quarterly and from thence to the Monthly and Preparative Meetings, that the former advice of collecting a fund, for the establishment and support of schools, under the care of a standing Committee appointed by the several monthly or particular meetings, should generally take place, and that it be recommended by the Yearly Meeting to Friends in each Quarter to send up the next year an account of what they have done therein. And we also think it necessary that this weighty concern should in future become the continued care of the Yearly Meeting by an annual query, that so the matter may rest in a solid foundation, and every possible encouragement and assistance may be afforded . . . in the settlement of schools, providing masters . . . throughout the whole extent of the Yearly Meeting. . . .
>
> That within each meeting where the settlement of a school is necessary, a lot of gound be provided, sufficient for a garden, orchard, grass for a cow . . . and that a suitable house, stable . . . be erected thereon . . . Such a provision would be an encouragement for a staid person, with a family, who will be likely to remain a considerable time, perhaps his whole life in the service.
>
> This would make it unnecessary to bargain with transient single men of doubtful character; and it would not be necessary to board the master from one house to another.

The giving of proper encouragement to such teachers as are capable by example and precept to promote the growth and piety and virtue, as well as due instruction in our youth, and are likely to continue in the service . . . as the opportunity they would have of training up lame children and such, who in other respects may be incapable of supporting themselves by labor, to be educated and qualified to serve as schoolmasters; a consideration well worthy our particular care . . . The benefit of the youth and the means of a comfortable living for the master may be increased by the conveniency which might be made for boarding some children, under his care, whose d stant situation might otherwise impede their instruction.

And, if to what has been proposed, Friends were willing to add the promoting a subscription, towards a fund, the increase of which might be employed in paying the master's salary, if necessary, and promoting the education of poorer Friends' children; such a fund though it might be but small in the beginning, being a fixed object, would draw the attention of Friends to contribute, whereas so long as there is no beginning made, this weighty service is neglected by many who would be glad of giving encouragement to so necessary and good a work.[6]

Suggestions from Smithfield Monthly Meeting

As a result of former advice on education and that sent up by the Philadelphia Yearly Meeting in 1778, the Smithfield Monthly Meeting formulated a statement which influenced the New England Yearly Meeting to renewed interest in appointing committees on education whose duty was to urge the establishment of more Quaker schools throughout New England:

It having been the concern of this Meeting, to Promote the Education of our youth in Schools under the Government of Solid friends and as this necessary care is much relaxed within our Yearly Meeting, from what our Discipline requires, and finding Incouragement, by our own short experience, as well as by the doings of the last Yearly Meeting held at Philadelphia on this subject, which have been laid before this meeting we are induced to recommend to the Solid attention of the Quarterly Meeting this important Subject and if it appear to you as it does to us of weight enough to carry forward to the Yearly Meeting and the minds of friends are United in a living concern therein, We think it will be an acceptable step in the Reformation.[7]

---

[6] Min. Phila. Yr. Mtg., 1778.
[7] Min. Smithfield Mo. Mtg., 25–III–1779.

Advice of the New England Yearly Meeting

This minute was presented in the R. I. Quarterly Meeting held in April of the same year, 1779, and in June it was read in the Yearly Meeting. This body immediately recognized the wisdom of the suggestion submitted by members of its subordinate part and forthwith appointed a committee composed of sixteen members.[8]

The report of this committee follows:

> We have met according to appointment and solidly considered the proposal of Rhode Island Quarter, and the Recommendation of our Brethren of Pennsylvania and New Jersey in their last Epistle, Respecting the Education of our youth in Schools, under the care of Solid friends and the concern of divers Brethren to thus educate their Children being expresst and a union of Sentiments, Discovered upon conference. That this important duty and concern hath for a long time been much neglected, in the various parts of our Yearly Meeting . . .
>
> We have to recommend a revival of our Discipline in this matter, and also that each Quarter be favored with a Copy of the Doings of the last Yearly Meeting of Philadelphia, Upon this Subject, which in our Judgment would be usefully adopted Amongst us as fast as friends see their way therein, and to promote so necessary a branch of our Christian Duty, as the virtuous Education of our youth. We apprehend a Committee of Solid friends in each Quarter, to advise and assist the Several Monthly Meetings in the best method of Education of the Children and youth among friends . . . and for each Quarter to return an account to the next Yearly Meeting, of the progress that may be made, in order to ripen the Subject for further advice and assistance in this Interesting matter.[9]

Increased Educational Activity of the Local Meetings

Acting now upon the advice of the Yearly Meeting the subordinate meetings were stimulated to further educational activity, and in turn appointed committees on education. The slogan was to endeavor to have the Quaker meeting control and direct the education of every Quaker child in New England. Each

---

[8] Stephen Morrell, Moses Farnum, Daniel Newall, Jermiah Austin, Moses Brown, James Neal, Seth Gardner, Johnathan Dame, Paul Greene, Phillip Tripp, Joshua Fulsom, Peleg Delano, Stephen Hoxsie, Joseph Rogers, Abraham Dow, William Anthony, Jr.—Min. N. E. Yr. Mtg., VI–1779.

[9] Min. N. E. Yr. Mtg., VI–1779.

subordinate meeting entered in its own minutes the advice on education sent by the Yearly Meeting and in turn appointed a committee on education to look after the educational needs of the special community concerned:

To the Quarterly Meeting—The School committee Report that they . . . met Committees from all the Monthly Meetings . . . and conferred with them upon the state of Schooling in each Monthly Meeting and found our Discipline in this important Branch very much neglected, but there appeared a Disposition in each Monthly Meeting to reform in our practice and get as fast as may be into the Education of children and youth, in Schools wholly under the Tuition of Friends, and the Government of the several Monthly Meetings by Committees to be appointed for that purpose, and according to the Quarterly Meeting Committee gave forth advice in the 10th mo. last—

That friends do not after their present contracts expire send their Children to schools kept by Instructors not of our Society, or not under the Regulation of Friends, without the advisement of the school committee of their respective Monthly Meetings. And there appearing so Unanimous a Disposition to Promote schooling in a virtuous manner agreeable to our Profession; and the said general Committee of Conference thinking a set of Rules and Regulations for all the schools would be necessary and useful, the Quarterly Meeting Committee on Education at an other Meeting compiled and drew up a set and forwarded them to the several Monthly Meetings. Rhode Island accepted a copy which we herewith present . . . [10]

1780—Yearly Meeting Continues Its Educational Exhortations

The Subject of Schools being opened in this Meeting and the account from the several Quarters upon that Subject being read, it appears that the Recommendations of Last Yearly Meeting, have met the solid attention of the Quarterly Meetings and that some progress hath been made towards establishing schools for the Education of our youth accordingly. But as the want of Suitable teachers seems to obstruct the Progress of Friends in that respect—This Meeting feeling a Concern to remove, as much as present Circumstances will admit of, every obstacle that may prevent so necessary a work—Do therefore appoint our friends . . . to take the matter into solid consideration—and Report to a future sitting of this meeting, what appears best to be done further in the matter—And also to consider and revise the quiries—and make Such alterations as they shall think necessary—and report . . . [11]

[10] Min. R. I. Qr. Mtg., 11–IV–1780; the rules mentioned above are those adopted by the Mtg. for Sufferings [illegible] see Chapter [illegible] of this study.

[11] Min. N. E. Yr. Mtg., 8–VI–1780

The Committee recommends to the several Quarterly and Monthly Meetings the promoting of free, liberal and voluntary subscriptions, donations, bequests and devices, adequate to the design and importance of the subject of education . . . and that it become the care of Friends in the future in all the Meetings, to promote, annually, subscriptions to be applied to the use of schools, until the income of the fund shall be sufficient, and so make such annual subscriptions unnecessary.[12]

1787—Quaker Schools Deficient, Children are Sent to Corrupt Schools

But not all Quakers followed the advice of the meeting. Some realized that the "corrupt, public or other improper schools" were more efficient than those controlled and directed by Quakers and so continued to send their children to the forbidden schools. That the Quaker schools of that period were deficient is evident from a letter written by Moses Brown:

The general Method of our Education now is, for Neighborhoods to hire a person a few months in the winter season to Teach School, the greater part of those thus hired are not able to teach with the propriety, or Accuracy of a Teacher, they having but a bare Quallification to do common business, and some not even this; there are but very few places where Schools are kept up the year round, so that by the time the season for Schooling comes round many Children, loose a Considerable part of what was before taught them. Many meetings are so scattered, as to the local Situation of their Members, that the Children can't be collected but in small numbers, which makes the hiring of so many Masters prove more expensive than their Abilities admit of in many places.[13]

1790—Quaker Communities Maintain Interest in Education

. . . we cannot omit mentioning a Concern that has spread amongst us for the increase of domestick Education throughout our Yearly Meeting that Schools in the verge of Monthly Meetings and Neighborhoods of Friends under the Inspection of Committees agreeable to our Discipline may experience a more liberal Promotion, let us be excited to this necessary love and Duty to our tender Offspring . . . that we who make a high Profession may not seem negligent in inculcating useful Learning with a good

[12] *Ibid.*, 9-VI-1780.
[13] Excerpts from letter, Moses Brown to David Barclay, England, Mar. 15, 1787.

Education, as an Act to Morality and Virtue and which hath often been found to be a Guard to both.[14]

We have been sorrowfully affected with the information that through inattention to our repeated advices there hath of late been several instances of Friends Children being placed out to persons not in profession with us, we feel our minds engaged to revive in your remembrance the importance of an early care to impress upon the minds of our tender Offspring . . . We tenderly caution and advise Montly Meetings to take especial care in this regard, particularly to see that children of the poor are accommodated not only with Learning to fit them for business but also for trades, or other suitable employments . . .[15]

1794—Schools Under the Direction and Expense of Meeting

. . . Committee appointed in the fourth month last to take into consideration the situation of Education in General . . . it was their Judgment it would be advisable to recommend to the Several Monthly meetings to set up at least one school in each Meeting under the direction and at the expence of the same . . .[16]

1797—No Monthly Meeting is to be Without Schools

Received extracts from the Yearly Meeting Minutes . . . The subject of Education having again had the deliberate Consideration of this Meeting, we feel universally encouraged to recommend to their Monthly Meetings who are not yet provided with Necessary Schools, not to relax their exertion to accomplish that desirable object and that an account be again sent up next year of the progress therein.[17]

By reports from all the Quarterly Meetings, it appears that friends have continued some attention to the subject of Education . . . Friends are . . . affectionately desired, as they regard the good of their Children, that they endeavor with renewed concern to promote the establishment of such Schools, in order that their offspring may have the advantage of a religious and guarded Education . . .[18]

Committee on the Subjcet of Education reported . . . That one School at least ought to be set up within every monthly meeting belonging to this Yearly Meeting to be under the care and direction of the Monthly Meeting and to be adapted as may be to the situation and number of children and to the ability of friends in each Meeting.

---

[14] Min. R. I. Qr. Mtg., 7–X–1790.
[15] Min. N. E. Yr. Mtg., 9–VI–1791.
[16] Min. Mtg., for Sufferings, 9–IV–1794.
[17] Min. R. I. Mo. Mtg., 26–IX–1797.
[18] Min. N. E. Yr. Mtg., 10–VI–1798.

It is further recommended that any monthly meeting . . . not of ability of themselves to get up a School, that they recommend and open a Subscription towards the getting up and supporting a School . . . quarterly meeting is desired to aid such monthly meeting in getting up Such School by their advice and assistance; which quarterly meeting may . . . if they judge it most conducive . . . join two or more monthly meetings, in the maintenance and Support of a common School—and if more assistance shall be needed . . . such quarterly meeting make application to our next yearly meeting . . .[19]

1801—Quaker Children Not to Attend Town Schools—Parents to Obtain Proportion of School Tax

It is advised that all friends withdraw their Children from the Town Schools, wherever there are any Schools Set up or kept by Friends in any Monthly Meeting and unite with their Brethren in setting up, and sending their children to Schools under the Superintendence of the Monthly Meetings by their School Committee. And in case any friend shall so disregard the care of Society as to persist in sending their children to such Schools, where the principle and practice of the Teacher and Scholars are contrary to the good order of our Society, Such Parents after due admonition and Care to be Dealt with as those who refuse the advice of Friends, and that it be Recommended to Friends of each Monthly Meeting to use such Means by Applycations as they may Judge most proper, to obtain their proportion of School Moneys in the Respective Towns. According to their Assessments and apply the same in Schools under the care of Monthly Meetings to which they belong.[20]

In addition to the local schools thus operated under the direction of the meeting in Quaker communities, there were also Quaker schools controlled by private enterprise. The Yearly Meeting School, to which special chapters are devoted, had been opened, 1784; the Quakers thus in a measure succeeded in educating their children in schools controlled by members of their own organization. The increased activities of the Yearly Meeting committee on education during the first half of the nineteenth century is most marked. The New England Quakers were eager to strengthen their organization in proportion to the growth of the nation, and to prepare Quaker leaders in their

[19] *Ibid.*, 16-VI-1800.
[20] Min. R. I. Qr. Mtg., 9–IV–1801.

various communities. Quaker youths were urged to become teachers. Lengthy reports on education and a careful accounting of school population were regularly submitted to the Yearly Meeting.

1834—Establishing and Supervising Select Schools

The subject of the guarded, literary and religious instruction of the children and youth of the Society, having again feelingly adverted to . . . the committee introduced the following minutes of advice to subordinate Meetings . . . and the Clerk was directed to forward a sufficient number of Copies thereof to our several Quarterly Meetings, for the supply of each Monthly and Preparative Meeting . . . and also the necessary forms for the returns proposed to be made to this Meeting. . . . It is the earnest desire of the body thus assembled, that Friends may endeavor, wherever it is practicable, to establish select Schools within their Preparative or Monthly Meetings, to be taught by exemplary members of our Society, in which the children of Friends may be exempt from the dangers arising from improper associations, and moral and religious principles, in conformity to our Christian profession . . .

The Scriptures of the Old and New Testament be daily read; and such improved methods of instruction be adopted, as will best promote their advancement in usful learning. These Schools should be visited monthly, or oftener, by Committees of men and women Friends appointed by the Meeting, before whom the Children should be exercised in the several branches taught in the School. And in those places where it appears to be inpracticable to establish Preparative or Monthly Meeting Schools, it is desired that Friends may endeavor to institute Family Schools, in which the Children of one or more Families may daily assemble for literary instruction, by some Teacher qualified to impart it. And Friends are everywhere desired to exercise a becoming liberality in providing Teachers and means of instruction in all their Schools

Detailed School Accounting

Preparative Meetings are directed to transmit to their respective Monthly Meetings, a statement of the number of Children within their limits, agreeably to the subjoined Queries, and insert their answers in the several columns of the form accompanying; which returns are to be forwarded by the Monthly to the Quarterly Meetings; and a condensed statement of the facts thus collected, to be prepared by the Clerks of the Quarterly Meetings, or by a Committee appointed for that purpose, and forwarded with their next annual accounts to this Meeting.

Queries to be Answered by the Preparative Meetings

1. What number of Children are there in your Meeting, of an age suitable for instruction, at School, from four to twenty-one years of age? Distinguishing between male and female, and also distinguishing between those under the age of fourteen, and those over that age.

2. What number of Children have been actually at School within the year? Distinguishing between male and female, and also between those under fourteen, and those over that age.

3. What number of Schools have been kept under the care of Friends, in your Meeting, during the past year? Distinguishing between Preparative Meeting, Monthly Meeting and Family Schools.

4. What has been the average duration of the Schools under the care of Friends, within the year?

5. What number of Teachers have been employed in these Schools, within the year? Distinguishing between male and female Teachers.

6. What number of Children are there in your Meeting who have attended District or mixed Schools? Distinguishing between male and female, and also between those under the age of fourteen, and those over that age.

7. Is there care taken that the Books used in the Schools under the care of Friends, in the several departments of the Schools, are judiciously selected.[21]

1835—Status of Education Among New England Quakers

The Committee appointed to prepare a Digest of the returns received from the several Quarterly Meetings on the subject of Education, presented the following summary . . .

---

[21] Min. N. E. Yr. Mtg., VI–1834.

QUARTERLY MEETINGS	R. I.	SANDWICH	SALEM	FALM'TH	SMITHF'D	VASS'BORO	DOVER	TOTAL
No. of Children of an age suitable for inst. at Sch.. Male								
Under 14	126	145	151	105	105	197	111	940
Over 14	82	142	100	73	86	138	81	702
Female								
Under 14	99	151	131	89	99	172	99	840
Over 14	81	138	97	80	76	124	77	673
No. of Children actually at School within the year. Male								
Under 14	112	135	140	105	105	192	110	899
Over 14	63	66	77	70	79	134	80	569
Female								
Under 14	92	137	119	90	99	169	99	805
Over 14	43	61	63	73	54	125	73	492
No. of Schools Preparative Meeting		1	2					3
Monthly Meeting					1			1
Family	11	3	1	2	5	3	2	27
Average duration of Schools within the year in months		6	3⅓	6⅓	3½	6	5	4½
No. of Teachers Members of Society								
Male	4	1	1		1			7
Female	11	3	3	2	6	3	2	30
No. of Children who attend District or mixed Schools Male								
Under 14	109	129	123	98	85	192	107	843
Over 14	53	51	69	64	56	134	78	505
Female								
Under 14	78	126	105	80	71	169	98	727
Over 14	34	50	65	71	40	125	72	457

[22]

Reports similar to the above were submitted annually to the Yearly Meeting. Members of the organization were exhorted to establish more "select" schools. Complaint was again and again entered by the committee on education that only a small percentage of Quaker children were attending Quaker schools:

[22] *Ibid.*, VI-1835; the above report does not include the Yearly Meeting School nor the number of other Quaker schools operated under private control.

The Committee to whom was referred the subject of Education report that . . . Although we find by the reports, that the number of Friends children within the limits of this Yearly Meeting between the ages of four and twenty-one, is upwards of three thousand, yet about one-seventh only, enjoy the advantages of School uuder the care of members . . .

The Committee are well aware, from the scattered location of Friends in some parts of the Yearly Meeting that many difficulties are to be encountered in carrying their wishes into practical effect . . .[23]

We recommend to parents, and particularly to those whose locations are so remote from each other, as to render it impracticable to establish Schools of their own, to endeavor to remove this obstacle, as far as it may be done, by providing the means of instruction in their own families. . . .[24]

1846—Closer Educational Organization Maintained

We would also propose that the Yearly Meeting should appoint a General Committee on the subject of education to be composed of Friends of the several Quarterly Meetings to promote the guarded eductaion of our children both in the Boarding School and in Monthly Meeting and Family Schools, in accordance with the concern long felt by the Yearly Meeting. This Committee on Education should meet and consult with the School Committee at the time of our Yearly Meeting at Newport, and also at the Boarding School at the time of the examination in the tenth month at the close of the summer term. Both Committees should freely communicate with each other and thereby endeavor to promote the guarded, religious education of the youth of our Society. The whole to be subject to the control and direction of the Yearly Meeting annually.[25]

1848—Education Committee Vexed—Quaker Children Still Attend Mixed Schools Where Injurious Habits and Views are Imbibed—Quakers are Urged to Establish More Schools

It will be seen that a very large portion of our children are in attendance of mixed schools . . . We desire further to encourage the establishing of Family Schools, even to unite two or more families together, where circumstances will admit; and may Friends turn attention to that class of our youth who finish their education at the academies in our villages, where, we fear, they often imbibe habits and views which prove much to their injury in after life.[26]

---

[23] *Ibid.*, VI-1836.
[24] *Ibid.*, 16-VI-1837.
[25] *Ibid.*, for Women, 18-VI-1846.
[26] *Ibid.*, 11-VI-1848.

IV

Quaker Educational Progress in New England After the Middle of the Nineteenth Century

A—Emphasis on Denominational Education

The committees on education of the Yearly and subordinate meetings submitted reports regularly. A religious education obtained in Quaker schools seemed to the members of the committees a most necessary requisite for the experience of every Quaker child:

1852—In the present condition of many of our members, from their location and limited means, the attendance of their children at mixed schools is perhaps unavoidable. We believe it is a concern of much importance to the welfare of our religious society that parents so circumstanced should feel the great responsibility which rests upon them, and that they may be enabled by a rightly directed religious and moral training of their beloved offspring, to counteract the injurious influence which associations in such schools would be likely to exert upontheir minds . . .[1]

1875—We fully approve . . . to appoint a judicious Friend to visit during the year all our Monthly Meetings . . . to interest parents and children in favor of denominational schools . . .

The committee regret to say, upon careful examination, they believe Friends are not sufficiently awakened to the importance of denominational schools . . . It appears . . . that the greatest need of this generation is moral and religious instruction, and that the home and the church must furnish them . . . And further, neither devotional meetings nor First-day schools can wholly accomplish this, because neither sufficient time nor opportunity is afforded in them. The excellent teachings of these must be supplemented by daily insturction in secular schools, under the care and direction of the church. There are schools everywhere for culture of intellect, for development of brain power; there are not many schools which furnish genuine discipline for the heart; if this is essentially the work of the church, then the Society of Friends ought to do its portion of it.[2]

---

[1] Min. N. E. Yr. Mtg., 16–VI–1852.
[2] *Ibid.*, 12-VI-1875.

1878—Public, moral and religious education was never, perhaps, more fully occupying the thoughts of men than now, owing no doubt in part to the disturbed condition of society. The President of the United States and his predecessor in office, have vigorously called attention to its close connection with the public welfare, and with national health and life.

A delicate and difficult question remains which cannot be discarded . . . whether our instruction should be limited to intellectual culture, with teaching in the Bible with regular attendance at Friends' Meetings, whether it should be like that of any ordinary secular school, or whether it should be denominational. . . .

The Committee are convinced that we shall not do our duty as a Society unless we seek to impress the denominational methods of thought upon each generation, . . . These instructions ought to be clothed in dress attractive to the young, stimulating them to research, having all the freshness of the last quarter of the nineteenth century . . .[3]

1902—It is found that the bending of the early twig controls vastly the entire educational future of the child. Only 52 children now in attendance at school under the care of Friends. These figures seem to mark a decadence in denominational appreciation of our institutions, or greater confidence in public schools . . .

There can be no true moral teaching not based on religion . . . If we would have a part in this work, and prolong its influence in the world, we must educate every rising generation in it . . .[4]

1909—The special feature of educational work the past year was the holding of Summer School of Religious History at Sagamore Beach. The sessions were well attended. Your committee are convinced that the educational ideals in our meetings are by no means so high as they ought to be. This is no doubt chargeable partly at least to social conditions with which we are surrounded. In holding up the standard of a liberal education and spiritual growth, we naturally think of the work of our schools and of the Church . . .[5]

B—Competition Between the Private Religious and the Public Schools

The struggle between the private denominational and the public school as the latter gained strength and force in the last quarter of the nineteenth century was inevitable. A note of bitterness is quite evident in the minutes of Quaker meetings in

---

[3] *Ibid.*, 18-VI-1878.
[4] *Ibid.*, 14-VI-1902.
[5] *Ibid.*, 23-VI-1909.

New England when it became apparent to the committees on education that they were involved in a losing battle. Continued exhortations were issued to the members of the Quaker organization setting forth reasons why Quaker children should be sent to Quaker schools:

1888—The tendency of the times is to substitute the public school for the denominational school. High schools of excellent quality are in all neighborhoods. . . . Our schools can do what the public schools can not—they can be filled with the influence of Evangelistic, Spiritual Christianity . . . and it is our duty to see that it is done.[6]

1890—The enthusiasm of the people for the free public common schools has created a temporary unpopularity toward private schools, and particularly toward boarding schools. . . .

Your Committee are thoroughly convinced that in a certain period in a child's life no form of school is so excellent as a good boarding school.

The larger family of the boarding school breaks down selfishness in a child in a way and manner impossible in the family at home. It produces at an early period self-reliance, and the contact with many minds and many customs from different localities educate the child as nothing else can . . .

Having the charge of the pupil day and night, such a school can do more for him in instruction in books . . . in practical education . . . in morals. It is able to create a public sentiment for good, a potent force, which like leaven may work through the whole household, and silently build the foundations of character. This the public school cannot do to the same extent, and often the family fails to do it. Parents may not be aware, some times, that they have not the experience or the skill to do the best work on their own children . . . The public schools are failing on the ground of moral teaching and the popularity of boarding schools increase. The Committee asks that next year it may have one of the early evenings of the Yearly Meeting week in which to present the cause of education to the people . . .[7]

1895—In the face of the fact that in nearly every state in the United States efforts are being made to introduce a military training into the public schools, Friends ought to maintain and patronize our own schools at all costs.[8]

1903—As a Committee we feel that a revival of interest in our young people . . . is much needed. In the matter of education no human effort is too

---

[6] *Ibid.*, 11-VI-1888.
[7] *Ibid.*, 13-VI-1890.
[8] *Ibid.*, 14-VI-1895.

expensive that has for its aim the highest expression of Christian manhood and womanhood . . . Education fixes and determines the status of each generation by its quality . . . our schools are conspicuous as nurseries of moral and religious culture, superior to that of public schools . . . we are confident free board and tuition have been furnished by the boarding schools in cases where it has been needful.[9]

C—Quaker Youth are Urged to Enter the Profession of Teaching

The preparation of Quaker teachers in New England to direct and control the children of their organization had ever been the constant care of Quaker committees on education. At first the Quakers seemed satisfied with only religious instruction. This did not require much teacher training. After the middle of the eighteenth century, the minutes of Quaker meetings in New England reveal a desire to extend the scope of education. Mere religious instruction no longer sufficed; a more formal type of education was gradually conceived as essential, although the religious nature was never discarded. This broader conception of education was made known, and on the whole accepted in the several Quaker communities. The training of Quaker teachers to grasp the broader vision of education became an important objective, and urgent pleas were made to the young to prepare for the business of teaching:

1836—We can express an earnest desire, that the younger members of the Society, who expect to engage in the business of teaching, would participate in the concern which attends the minds of their elder brethren and sisters . . . the consciousness of having been instrumental in doing good, will no doubt be a sufficient reward . . .[10]

1859—An interesting feature in the returns now presented, is exhibited in the very considerable number of our members who are reported as having been engaged as teachers during the past year, while the number of youth who are under their tuition, forms no inconsiderable proportion of the whole. We would encourage those instructors to diligence and faithfulness in the arduous and responsible profession which they have chosen . . .[11]

---

[9] *Ibid.*, 12-VI-1903.
[10] *Ibid.*, VI-1836.
[11] *Ibid.*, 15-VI-1859.

1875—And in conclusion, the committee suggests that since we have nearly one hundred teachers reported, we ought ot have Normal instructions, either at the Boarding School or elsewhere, by which our teachers might be trained, not only to skill in their profession as teachers, but to present accurately and forcibly the gospel truths which we as a Society are called to promulgate . . .[12]

1877—The importance of being well instructed how to teach, in a Society constituted as the Society of Friends is, it must be apparent to all, is highly necessary, and we therefore again commend the subject of Normal Schools to the weighty and careful consideration of the Meeting . . .[13]

1885—We wish to encourage our members , who as . . . School Committee, have authority or influence in the employment of teachers, to employ if possible only such as give evidence of positive religious experience. . . . Perhaps no other church organization in proportion to its members, has so many engaged in teaching, as our own. Most of these teachers are successful . . . We are reminded of the old Prussian Maxim—Whatever you would have appear in a nation's life must be put in that nation's schools . . .[14]

D—Quaker Interest in Higher Education

When the general movement for higher education was felt in the nineteenth century some Quakers began to send their children to academies and colleges. So far as the minutes of meetings reveal, this did not at first meet with the approval of the Quaker meeting. The meeting at that time felt that each Quaker youth, departing for a non-Quaker institution, was in danger of being lost to the Quaker organization. Quaker leaders such as Moses Brown began very early in the nineteenth century to point out the advantages of an education beyond the mere rudiments, but such advice was accepted only by a few. The courses of study in the Yearly Meeting School, after its reopening in Providence in 1819, soon gave Quaker youth the opportunity to partake of some higher learning. This will be pointed out in a later chapter.

The unpleasant feeling that many a Quaker youth is lost to the organization when sent away to non-Quaker institutions

---

[12] *Ibid.*, 12-VI-1875.
[13] *Ibid.*, VI-1877.
[14] *Ibid.*, VI-1885.

plus the final realization that higher education is essential for Quaker children as well as for others, led the committee on education to suggest:

1875—In view of the increasing desire among Friends for instruction at college, and of the much greater value of such instruction at large and well-endowed institutions, the time has come when this Yearly Meeting ought to invite the other Yearly Meetings on the continent to co-operate with it in establishing and maintaining, at some central point, one college of the very highest grade.[15]

In a number of the reports submitted by the committee on education after 1860 attention was called to the fact that Quaker children were often desirous of obtaining higher education but lacked the necessary funds. The need for scholarships was therefore frequently presented and urged:

1878—The great need presented in so many past years, namely, funds or scholarships, to the end that gifted and qualified children of Friends may be aided not only in primary education, but also through the college course . . . is felt now also.[16]

1879—The Committee on Education recommends that $100 be placed in the hands of a Committee, to be expended in assisting students from New England at Haverford . . .[17]

1881—A dozen or so young men from New England are receiving their education at Haverford College from the bounty, very largely of Philadelphia Yearly Meeting, who feel that New England Yearly Meeting takes no interest in higher education . . . The Committee recommend $200 be appropriated to the use of young men at Haverford from this Yearly Meeting.[18]

Conferences on Higher Education

1880—A Conference in the interest of higher education is to be held at Haverford College beginning on the 7th day of next month, and Yearly Meetings are invited to send delegates to it . . . It is highly important that friends of education from New England should attend that Conference.[19]

---

[15] *Ibid.*, 12-VI-1875.
[16] *Ibid.*, 18-VI-1878.
[17] *Ibid.*, 14-VI-1879.
[18] *Ibid.*, 11-VI-1881.
[19] *Ibid.*, 14-VI-1880.

1881—Many attended the Conference at Haverford . . . an organization was there established which is to labor for the educational interest of the Society of Friends in America . . . The Yearly Meetings were set off into three Districts, called Eastern, Middle, and Western Divisions, each District being duly organized under its own officers, it being the intention that the District organizations shall labor to awaken an interest among the people on Education, by frequent meetings, and that one in three or five years a general Conference of the Society of Friends in America, on the subject of Education may be held, to which District organizations shall report their labors on the results thereof. This Committee is in Sympathy with the above . . .[20]

1882—The Second Annual Conference of the Educational Association of Friends in America, for the Eastern Department, will be held at the Boarding School in Providence, beginning the 29th. We believe that great benefit will result from the inter-change of views on this important subject between Friends from different Yearly Meetings . . .[21]

1883—The Eastern Department of the Educational Association of Friends in America was held last 6th month in Providence. There is to be held a National Educational Conference of the Society of Friends at Earlham College, Richmond, Indiana, the last of this month.[22]

1886—A Conference was held the 11th month at Oak Grove Seminary, Vassalboro, Maine . . . Letters containing various questions and suggestions have been received from different individuals, indicating an increasing interest amongst us in the subject of a liberal education. We believe that Conferences should be held in each Quarterly Meeting at least once a year, where the general subject of education should be discussed, and the practical details, also, should be presented. We suggest that Quarterly Meetings be requested to appoint Committees to co-operate with the Committee of the Yearly Meeting . . .[23]

1887—Educational Conferences were held at New Bedford, Mass., Windham, Winthrop and China, Maine. These were all largely attended. With the present advantages offered by the two Yearly Meeting Boarding Schools, at Providence on the West and Oak Grove Seminary, Vassalboro, Maine, on the East, there seems to be no good reason for Friends to send their children from home, patronizing other schools . . .[24]

1895—The Committee appropriated $30 soon after its appointment last

---

[20] *Ibid.*, 11-VI-1881.
[21] *Ibid.*, VI-1882.
[22] *Ibid.*, 8-VI-1883.
[23] *Ibid.*, VI-1886.
[24] *Ibid.*, VI-1887.

year for the purpose of securing articles on education from prominent members of our Society, to be published in the *American Friend* . . . five able and practical articles were secured which presented in a fresh and attractive way some of the benefits of education. The publication of the valuable statistical account of the Friends' schools and colleges in the United States and Canada, which appeared in the *American Friend*, 6–VI–1895, was also made possible by the appropriation of the Committee . . . The influence of these articles has been felt far beyond the borders of our members . . .[25]

1896—In addition to public meetings in Portland, Maine . . educational conferences have been held during the year at Lynn, Mass., Durham, Maine . . . North Sandwich, N. H., and at the Boarding School at Providence. Ten addresses were made by members of our Committee and others, and more than 500 were given food for thought on this important subject. It is cause for regret that out of 900 persons under 21 years of age, our Yearly Meeting has but 16 who are attending college, and but 5 attending college controlled by Friends . . .[26]

1900—A Quinquennial Conference of Friends in America was held at the Friends' Boarding School in Providence . . . Important subjects were introduced by the reading of papers by distinguished educators, members of our religious society, from widely separated parts of our country . . . Perhaps as many New England girls are now being graduated from college as 30 years ago were being graduated from high school . . . It may be to the credit of our Society that many of the best colleges of our land have a Friend as a professor or president—Leland Stanford, Jun., University of Michigan, Penn College, Earlham, University of Pennsylvania, Johns Hopkins, Bryn Mawr, Haverford, Harvard and Brown are among the number . . . But what should concern us most is that the children within our borders shall have all the education of which they are capable . . .[27]

1910—35 of our boys and girls were in college last year. This means that probably one out of five of those between 17 and 21 . . . are seeking higher education. Again the report indicates that we have in our Yearly Meeting 104 persons in teaching, that is, one teacher for every seven pupils to be taught . . . the so-called technical and scientific school ought to be still more patronized by our youth. As a large part of our membership our likely to be engaged in agricultural pursuits, it would be greatly to our advantage as a church, and to our influence in the community, if more of our boys, and possibly girls also, should pursue practical courses, such as are offered in agricultural colleges . . . We also need by all means, men

---

[25] *Ibid.*, 14-VI-1895.
[26] *Ibid.*, 12-VI-1896.
[27] *Ibid.*, 8-VI-1900.

and women in our society who have had the broad training of the older college of liberal arts. Without such, our ideals would never rise to their proper level, and our ideals are our very life . . .[28]

E—Quaker Attitude Toward Broader Conception of Education

Minutes of meetings of the New England Quakers prior to the middle of the nineteenth century indicate that schools other than those controlled and directed by Quakers were termed "mixed, pernicious and likely to exert injurious influences." Soon afterward, however, the attitude on the part of the Quaker committees on education became more sane and liberal, and the outlook more clear and much less prejudiced against non-Quaker schools. Education after the middle of the nineteenth century was being encouraged in its broader sense, and some attempts were made to co-operate with other agencies in promoting education for all children regardless of religious denomination:

1862—While the Committee on Education are greatly encouraged by the individual faithfulness of many of our members in promoting the cause of education in its broadest sense, they feel that as a Yearly Meeting, the Friends of New England have not done their duty. . . .[29]

1863—The Committee on Education, in presenting their report, are aware that in New England the subject of education is claiming a large share of public attention, and that the members of this Yearly Meeting are not only deeply interested in the Boarding School at Providence, and in the Oak Grove Seminary, Vassalboro, Maine, which the committee believe were never in a more flourishing condition, but that many of them are associated with their fellow citizens, in the different localities where they reside, in the supervision and welfare of our public schools . . .[30]

1871—It appears . . . that only about thirty-four per cent of the whole number of our children attending school in the Yearly Meeting between the ages of five and twenty-one years of age, are receiving instruction in what may be termed select schools . . . under the care of Friends. And when we remember that the Boarding School at Providence as well as Oak

[28] *Ibid.*, 22-VI-1910.
[29] *Ibid.*, 18-VI-1862.
[30] *Ibid.*, 15-VI-1863.

Grove Seminary at Vassalboro, Maine, are made up largely of pupils who have little or no sympathy with our peculiar views, the question naturally suggests itself whether these schools are answering fully the purpose for which they were originally intended. But all should remember, we are living in an age of progress, and that our city, and even our country schools in New England, are, generally speaking of a high order; and that many Friends prefer when they can do so, to educate their children under their own supervision. . . . We should, therefore, value these schools, not merely for what they are doing for our own society, but for the influence they are exerting upon those around us, in moulding public sentiment in favor of those principles so near and dear to us as a people . . .[21]

1890—It is felt by many Friends, no doubt, that as the special tenets of our Society are not directly taught, the advantages of a Friends School are small in the direction of Denominational Education. . . . The present and growing tendency of all denominations is to take down their denominational bounds and hedges, and to recognize and cherish, everywhere, the brethren of the Church universal, rather than the more selfish interests of their sect. This, also, has reduced the importance of sectarian schools . . .[22]

The onward march of the public school system began to convince the members of the Quaker committees on education in spite of themselves that a changing order presents new needs in education and that the public school was at that time fulfilling those needs on the whole better than the private denominational school:

1892—The present year has exhibited an advance in general education the world over, which has no parallel in history. Our fathers sought to make schools sectarian nurseries. It is our privilege in a more advanced age to see the breadth, depth and scope of a larger culture, a greater and more enduring influence extended to all mankind. The public school is the child and offspring of the private school and needs its stimulating influence . . .[23]

[21] *Ibid.*, 15-VI-1871.
[22] *Ibid.*, 7-VI-1890.
[23] *Ibid.*, 10-VI-1892.

Part II

Quaker Education in Rhode Island

V

Quaker Schools in Newport

When the Quakers began to cross the Atlantic, Rhode Island was one of the few places in North America where they were permitted to land without being exposed to bitter suffering. In the summer of 1657, eleven Quakers came across in their own little boat, the *Woodhouse*, and landed at Newport, R. I., in August of that year. The growth of Quakerism here was unusually rapid. Many of the principal inhabitants embraced the Quaker doctrine, among them, William Coddington, Nicholas Easton and his two sons and many others.[1]

Loosely organized Quaker meetings were held as early as 1658 in Newport, sufficient evidence is extant indicating that these meetings developed into the formal type characteristic of the Quaker organization.[2]

By 1672 Newport possessed a small Quaker meeting house. Large meetings were still held in homes of prominent colonists. The history of the Quaker movement reveals the fact that wherever Quaker meetings were held and meeting houses built, schools and education invariably followed.

The first recorded evidence found of educational activities among Quakers in Newport is in the R. I. Monthly Meeting, 24–XII–1684:

Christian Loddewick—Schoolmaster

Upon the Request and desire of Christian Loddewick to have the yous of the meeting hous in Newport for keeping of a scoole, friends upon Con-

---

[1] Norton, *N. E. Ensign*, 59; Peterson, History of R. I., 36 ff.

[2] See Rofe's letter from Barbadoes to Richard Hubberthorne in A. R. Barclay's Collection; also, Bishop, *New England Judged*, 351 ff.; Burnyeat, *Journal*, 169; Fox, *Journal*, for the year 1672.

sideratione and desire to doe him good doe grant it and all soe are willing to give him what Incoragement theye Cann.[3]

It would seem, although no recorded evidence is found, that some Quaker education must have been carried on in Rhode Island communities prior to 1684, the time of Loddewick's school, when we consider that the Quakers were a most prominent factor for over a hundred years after their advent to Rhode Island in 1658.

Nothing more is found recorded in the minutes of meetings concerning Christian Loddewick's school. But since in 1700 fully half the white population of Newport were Quakers, it seems reasonably safe to assume that a Quaker school at this time was maintained in Newport, but the only further minute found is recorded some years later:

Abraham Anthony is Deisred to Enquire after a scoole-master and Endevor to gett one heare.[4]

1711—Textbooks

According to the Advice of ye meating this meating hath apoint that ye several monthly meatings belonging to this meating . . . colect . . . for to purchis a quantity of both sorts of G. foxes primers for ffriends children and be brought to ye next Quarterly meating . . . Walter Newberey to send for ye books.[5]

Land for a Schoolhouse

The ffriends appointed to lay out as much Land as might be thought suitable for to set a scoole-house on, made Report that they have laid out a certain piece of Land adjoining to Sam. I. Eastons Land containing Sixty feet fronting upon the Lane and Eighty feet deep.[6]

1718—The School

A later minute seems to indicate that the meeting must have turned the entire responsibility of the school over to several

---

[3] At a man and womans meeting at ye hous of Mathew Bordens.
[4] Min. R. I. Mo. Mtg., 15–VI–1703.
[5] Min. R. I. Qr. Mtg., 13–V–1711.
[6] Min. R. I. Mo. Mtg., 26–XII–1711.

proprietors who probably conducted the institution as a private enterprise and then in turn placed the property back into the hands of the members of the meeting:

The proprietors of the scoole-hous in Newport have freely Surrendered and given up their Rights in said Scool-house to the Monthly Meeting to be continued by said Meeting for a Scool-house, and that Said Meeting pay to the Several proprietors what they have Advanced more than their Subscriptions within one year's time with reasonable Interest. The money advanced by the several proprietors which is to be paid by this Meeting is L 56: 4: 8.[7]

Like other early Quaker schools care was probably taken to give Quaker children in Newport that "guarded education" so frequently mentioned, which included religious and moral instruction plus the rudiments of learning.

1740—The Meeting Pays for the Education of Quaker Children

Our ffriend Wm Lake School Master Representing to this meeting the ocation he hath of the Sallery allowed him by ffriends, Sm Easton is therefore Desired to Pay the same out of this meeting Stock.[8]

Quaker School Maintained Regularly by Meeting

Thomas Richardson and Edward Thurston make returns that they have Settled with Samll Easton in behalf of the monthly meeting for rent of the Point Lotts Pastures and School house and find a ballance in Sd Eastons hands of Sixty and two pounds three Shillings and nine pence in favour of the Sd meeting . . . which Settlement is for the year 1749.[9]

Reports similar in substance to the above regarding the Quaker school in Newport were submitted regularly until 1767. No mention is made of teachers other than William Lake, nor of courses of study, length of term, or anything else pertaining to the school.

---

[7] *Ibid.*, 26-VI-1718.
[8] *Ibid.*, 25-IX-1740.
[9] *Ibid.*, 26-I-1751.

The minutes of meetings from 1768 to 1780 contain exhortations against drinking, disownments for marrying out of the Quaker organization, and other similar affairs, but very little mention is made concerning schools.

Reply to Yearly Meeting Advice on Education

As a result of the advice relative to education sent up by the Smithfield Monthly Meeting (see Chapter Three of this study) and the consequent decision of the Yearly Meeting to exhort every monthly meeting to further activity in educating the children of its members, the Rhode Island Monthly Meeting convening at Newport responded as follows:

1780—School Committee Appointed

The minute respecting Schools came under the consideration of this Meeting, and Sampson Sherman and Calib Carpenter are appointed to receive Subscriptions for the purpose therein.[10]

1786—School Committee Pays for the Education of Poor Children

We your Committee appointed to take Care Respecting the Education of such poor Children as needed the assistance of friends therein, have with the overseers of the poor at Newport proceeded . . . . and schooled Seven Children for the year past, on Such terms as there is now due for the Schooling of them—L 10 0 1½—and think that five of them Still needs friends assistance in that Respect. Therefore we Desire friends direction in Regard to our further proceedings . . . John Hadwen. Which is accepted, and sd Committee are directed to proceed therein in such manner, as to them may appear best.[11]

1797—A Boarding School for Boys and Girls Maintained

And said Committee are left at Liberty to Modify the price of Board and Tuition as they in their Judgment may think best and make report to the Monthly Meeting at least once in a Year.[12]

. . . the School Committee . . . make report of the state of the Monthly Meeting School . . . since our last report the schools have been kept up, and the attention of the Committee has been extended pretty carefully to the various circumstances and requisitions attended

[10] *Ibid.*, 27-IX-1780.
[11] *Ibid.*, 31-I-1786.
[12] *Ibid.*, 25-II-1797.

thereon—Sub Committees have constantly had the care of attending the schools monthly and by their report it appears that they have afforded from time to time such advice as they tho't might be useful, which has been well recieved—with respect to the boys, an encouraging hope subsists that the literary improvement which they receive will in some good degree answer the design of the institution . . . there are at present 18 boys. The Committee report that in visiting the girls school . . . that while the scholars were acquiring literary knowledge, in which they appear to be making satisfactory progress . . . from which we think there is reason to hope solid benefits have been derived for them . . .

Abagail Robinson—Teacher for Humanity Sake

Our Friend Abagail Robinson having thus more than one year assiduously performed, the labourous charge greatly to the satisfaction of the Committee without any pecuniary reward, conceiving herself released from the charge has reseigned it accordingly and the school is at present conducted by a Friend whose literary abilities and circumspection appears to be adequate to the undertaking. There has generally been about twenty scholars in the Womans school. With satisfaction we may further inform that the religious and particular care of the Friends who superintends the family in a good degree answers the desire of the Committee, there are two boys and six girls in the Boarding house, the price of Board is five shilling pr. Week and those of other Monthly Meetings at six shillings and sixpense and twelve shillings pr. Quarter for Tuition. Signed by David Williams, Clerk.[13]

The report of the School Committee . . . We have . . . superintended the Monthly Meeting School and can with satisfaction inform that the Children instructed there have made good improvement since our last report particularly in spelling, reading and Arithmetic under the care of the Master . . . There are 22 Scholars including 4 Boarders at the School House. The examplary conduct and proper treatment of the Friends with whom the latter are placed is evident from the agreeable influence evidenced in the behaviour of the Children who are and those that have been under their care. The Womans School was suspended in the 10th Month last principally on account of the Mistress not being willing to continue in that capacity, it was, while kept, to good satisfaction.[14]

1799—Rouse Taylor—Teacher for $220 Annually

We have concluded for the Year ensuing to give Rouse Taylor 220 Dollars to teach the School in the School House, he Boarding himself, and to Samuel

[13] *Ibid.*, 7-III-1798.
[14] *Ibid.*, 26-III-1799.

Thurston 4/6 a Week for Board of each Scholar and allow him the use of the House, and to fix the Board of the Children of this Monthly Meeting at 6/6 a Week, and all the surplusses arising from the Monthly Meetings appropriation, after paying the contingent expenses, to be applyed for Boarding and Schooling such friends Children as are not otherwise in a situation to do it; the School is now open to receive such children without pay for tuition, there having been three scholar instructed part of the time since last year gratis and one the whole time.[15]

1800—Further Educational Expansion Suggested

The Committee respecting the School . . . it is our Judgment that the Monthly Meeting School as now established be discontinued at the expiration of the present Contract, and the donation granted by said Meeting for its support be returned, and that two, three or more Schools be set up for one year under the care and direction of a Committee to be appointed for that purpose in such places as shall be judged most suitable and convenient for the attendence of Friends Children, to which such others may be admitted as the Committee may think proper. We also propose that the surplusage of the present School fund after the expenses of said School are discharged, be appropriated to support of the aforesaid Schools, and that the Committee make report of the state of said Schools to the Monthly Meeting two Months previous to the expiration of their term with their Judgment of the propriety of their continuance, or any of them, and of such alterations or improvements as to them may appear useful. . . .[16]

1801—Money and Materials of the Former School

The former School Committee presented a statement of the funds of sd. school . . . whole amount in favor of the institution . . . L 131: 3: 7½ . . . the following is an inventory of sundry belongings to the aforesaid School—2 Iron Stoves, 1 long pine table, 1 muslin bed quilt, 5 Rugs, 7 Sheets, 3 Boulster Cases, 2 Pillow Cases, 8 Blankets, 3 Flannel Sheets, Troning Cloth, Shovel Tongs and Bellows . . . And the present School Committee are directed to take charge of sd, property together with such Books as they may find belonging to sd. institution.[17]

1802—Only Little Educational Progress

The School Committee . . . report to this meeting . . . there has been one School under the care of the Committee which has been kept

---

[15] *Ibid.*
[16] *Ibid.*, 27-XI-1800.
[17] *Ibid.*, 30-VII-1801.

about five months by a woman Friend, and it is our Judgment that it has been to usefulness, sd. School has now Subsided. We . . . made some efforts toward the setting up of some other Schools, but way not opening to our satisfaction, we have made but little or no further progress. Not withstand ing we think that usefulness would be derived by the establishment of more Schools the year ensuing, provided suitable teachers can be found . . .

Quaker School in Newport Turned Over to Private Schoolmaster

Quaker School in Newport turned over to Private Schoolmaster

We have let Friends School house in Newport for fifty Dollars for one year . . .[18]

1803—More Quaker Schools in Vicinity of Newport

. . . The School Committee made report . . . so far as it appeared best for us to attempt the opening of schools under our care . . . there having been four schools—one at Newport, two at Portsmouth, and one at Jamestown, three were kept six months, one three months, taught by women friends under the care of the Committee, the expense thereof is sixty-seven dollars and fifty-six cents . . .[19]

1818—Quaker School in Newport Closed

It is agreed . . . that the School House and Lott in Newport be sold and that the wall built by the Trustees be paid for . . .[20]

Quaker children in Newport from the latter part of the first quarter of the nineteenth century evidently attended schools operated by private Quaker schoolmasters, and whatever academies and public schools available at that time. Also after 1819, Quaker children could take advantage of the Yearly Meeting School in Providence.

---

[18] *Ibid.*, 25-II-1802.
[19] *Ibid.*, 27-I-1803.
[20] *Ibid.*, 30-IV-1818.

VI

Quaker Schools in Smithfield (vicinity of Salesville and Woonsocket)

The first record book extant of Smithfield Monthly Meeting contains minutes of meetings dated from 1718. Prior to this date, Quakers of Smithfield attended the Rhode Island Monthly Meeting established 1676. During the eighteenth century Quaker children obtained the rudiments of instruction similar to that afforded in Newport as indicated in Chapter Five.

1766—Elisha Thornton's Private School

The Journal of Elisha Thornton informs us that he taught school from his nineteenth year of age, and that he continued to teach a small school for years after.[1]

1788—From a Schoolmaster to a Prospective Pupil—

Smithfield, 26th of 10 mo. 1788. Beloved Friend . . . As thy Father mentioned thy Studying some parts of the Mathematicks and Astronomy with me,and Seth Arnold's Son wanting to come this winter to Study the Same, it looks like Suiting my Circumstances . . . I would keep thee and thy Horse, I intend no other School than two or three pupils in this way. If this fails, expect I shall keep no School, my room not large enough to receive Scholars . . . Please to write me a line. Elish Thornton.[2]

1794—Enrollment, Tuition, and Equipment of the School

Smithfield, 23d of 11th mo., 1794. Dear Friend:—I am still suspended in regard to embarking in a School . . . yet have pretty much concluded to keep one this Winter, and in respect to taking Job's Children, great as the task must be to add 4 or 5 to Our present flock; yet for the sake of providing for my Family, and if possible paying my just debts, we are willing to do the best we can . . . have nearly concluded if we can have 4 of them, and one bed and furniture to take them at 6/ each per week; tho if we could have four orderly young men, we should rather take them for the Same: the which we do not propose taking for less than 7/6 to board,

[1] Austin Collection, Pkg. 20, Ms. XI, No. A; Thornton was born 1747.
[2] *Ibid.*, 14; letter to Obadiah Brown.

School and wash for, we conceive there ought to be parental guard extended constantly over these Children. And as we must be at considerable Charges for Stores, should choose to take half the pay myself, and let thee have the other half toward what I owe thee. Shall want 50 Dollars down perhaps— As the prospect of a Summer School looks very doubtful, have thought if thou would take Shoes or Nails, or Some of both for the remainder of what I owe thee . . . expect to begin School 2nd Day next. Should be glad the Children might come by 2nd Day after, or soon as may be if they come, *And the Bed might follow them after* . . . Elish Thornton.[3]

1795—Thornton Plans for a Regular Boarding School

Smithfield, 23d of 7th mo. 1795. Beloved Friend— . . . I should be glad to talk with thee on several important subjects, particularly that of a School, as the Subject of Education, still looks like a desirable Object, And I am not quite without thinking of attempting the formation of a regular Boarding School, could I find a suitable teacher who would engage for a number of years, . . . From thy friend Elisha Thornton.[4]

1801—Boarding School Plan Realized

With advice of Friends, I began to build a house on a convenient plan for the better accomodation, for my little boarding school work had been carried on in the same house with my family.[5]

1804-1806—A Quaker School During the First Decade of the Nineteenth Century, and a Description of the Character, and Ability of the Schoolmaster

At that time, about 1804–1806, when I spent two years at Elisha Thornton's school, he was an old man. It was near the close of his teaching. There were then only about eleven boarders in his family whom he treated very kindly, and let us have pretty much our own way, that is, study when we chose and play when we had a mind to. I used my desk for a squirrel cage, sometimes . . . I did a great deal of work also in the garden . . . We called Elisha Thornton, *father*, and we called his wife, *mother* . . . We were as well posted in all that related to birds nesting, nut gathering, berrying . . . as any of them . . .

Elisha Thornton was largely a self-educated man . . . The contemplation of nature was to him a boundless source of enjoyment . . .

---

[3] *Ibid.*, 14; letter to Moses Brown.
[4] *Ibid.*, 14; letter to Moses Brown.
[5] *Ibid.*, XX, Ms. XI, No. A; excerpt from Thornton's *Journal.*

He was in the habit of walking in the fields and woods, fond of the songs of birds, of the sight and the culture of flowers . . . a cheerful devout man, gifted in conversation, fluent as a public speaker . . . We may think of him as a philosopher and teacher, gathering the young about him for instruction; thus and otherwise exerting a wide influence for good in northern Rhode Island . . . diligently he pursued the mighty study of the heavens, making the requisite calculations for his Almanac which for several years he published creditably . . . Moses Brown would from time to time Loan him his sextant and other instruments for working out a course of observations at his rural home . . . Tho mainly engaged in teaching . . .

Elisha Thornton, assisted by his sons, was also employed in both agriculture and shoemaking . . . Many a cheerful scene was presented in the work-room on a winter evening as surrounded by a group of young people, the father of the family would familiarly unfold to us the wonders of Astronomy. A lump of wax from his shoebench, adroitly worked into a sphere, representing the earth, he would poise, at its polls, upon the points of two awls on which it was ingeniously made to rotate in illustration of our alternate day and night, as simultaneously it was moved around a suspended lamp, the central sun, thus showing also the earth's annual course. These and like graphic illustrations of great movements in nature graced with the poetic utterances of our beloved teacher, was a peculiar charm to the long winter evenings for the youth and neighbors who gathered into the pleasant shoeshop of the Smithfield Academy.[6]

Thornton's Educational Experiences

Much may be acquired from self-application . . . the reading of Holy Scripture and other good books is not only a preservation from temptation and evil practices but goes to qualify the mind and fit it for usefulness in life . . . the other branches of literature as writing, arithmetic and English grammar may by the help of good books be acquired . . . tho this may require more time and application than under a good teacher, yet I have thought we learn by ourselves by dint of self-application . . . and is more lasting than what is obtained at school . . . so it wss in my youth . . . many of my leisure hours did I approach reading, writing, and arithmetic by myself alone . . . I qualified myself so that during those times it seemed to answer tolerably well to teach a school at 19 years of age. . . .

I can recommend to such as may be in my situation not only to improve themselves . . . while they are young, and also to be willing to embrace

---

[6] *Ibid.*, 20, Ms. IV, Abraham Barker's Letter, dated 1880.

a school, altho the business may be poor, yet the opportunity for doing good is very great. A school has for its object not only the acquirement of better learning, but the real improvement of the mind and the morals, both of the teacher and of the pupils, and from the nature of things the mind becomes improved and enobled with ideas and prospects which at once raise it above ignorance and darkness . . . It is indeed a God-like attribute to know things useful . . . The mind as well as the body was made to expand, made for improvement, and it is from this improvement that we draw all our useful and substantial comforts moral and religious. I have seen that children whose education has neglected may yet take courage . . . and by their own watchfulness over themselves and by industry and application . . . learn much that is useful both as to letter learning and business . . .

I conducted a school for nearly 30 years but never made much of it . . . I taught school 6 or 7 winters for one dollar pr. week, and an evening school several of those winters at the same place, and then being a house keeper and not convenient for me to teach abroad, I took in from 12 to 15 to school into my own small house, and into a room in which there was a bed and one small window. My scholars had to sit around the bedstead . . . from the scantiness of the room . . . The teaching was done . . . under great inconvenience which I should not have undergone . . . as I did so nearly without compensation had I not seen the situation of the children of the rising generation growing up in ignorance without that useful and necessary learning to fit them for business as well as for civil and religious Society . . . I received no help from Friends in this educational work to build a school house or otherwise . . . We needed room and suffered much from want of it, whereupon after keeping house for several years, I resolved to build an addition to my house, tho considerably in debt for my farm. This increased our expenses 200 dollars. . . .

I charged one shilling per week which after deducting my board, house rent, firewood, my wages was not more than a shilling per day. At this rate I taught a school for 20 winters . . . But being advised by my friends to continue the business . . . that I might be of some advantage to the rising generation, I was willing to spend and be spent for their sakes. But through a long course of forty years in which I have done more or less . . . every year, myself and my family have sustained heavy burden and almost without any compensation . . . Towards the close of those years, I received certain aid from a very few individuals . . . parents who came to bring or take their children came with horse to keep . . . for two or three nights and days, and made visits . . . for which we never thought of charging anything . . .

I do not hesitate to say that poor as my endeavors were in the line of a

school, it has yet been a blessing to the public having had under my tuition for a longer or shorter time perhaps from one thousand to fifteen hundred children, and divers of them left me qualified to teach schools . . . and have given spread to useful knowledge beyond what would have taken place had I not devoted my time to the cause . . .[7]

Rachel Thayer Fund for Education

An incident, important to the lives of Quaker children in Smithfield and throughout the New England Quaker communities, took place when Rachel Thayer, a philanthropically inclined Quaker lady, decided to leave a large part of her fortune to the Smithfield Monthly Meeting for education and other public uses. Extracts of her will, approved February 23, 1767, follow:

I give and Bequeath unto Luke Alderich, Samuel Alderich and George Smith as Trustees of the Smithfield Monthly Meeting all my money, and bonds and notes for money . . . to be put to interest, and the income arising thereby, to be for the support and Schooling of the poor, or any other public use or uses the said Monthly Meeting shall see fit . . .[8]

The Rachel Thayer Fund for Education was undoubtedly the initial impetus after the middle of the eighteenth century occasioning the Quakers of Smithfield and vicinity to turn their attention with renewed interest to the matter of setting up Quaker schools for their children.

Educational Leadership of Moses Brown

Another incident which stimulated further interest in education in Smithfield and vicinity was the addition of Moses Brown to the Quaker organization in 1774. His participation in educational matters had been manifested several years prior to his joining the Society. The town council records of Providence from 1765 contain reports of committees on education of which Moses Brown was a member. From his various documents on education extant, it is evident that he was a prime mover for establishing schools in Smithfield and vicinity at this time. Not

---

[7] *Ibid.*, 20, Ms. XI, No. A—*Journal*, Elisha Thornton.
[8] *Ibid.*, 21.

only did he accomplish this, but the establishing of the Yearly Meeting School in Portsmouth and later in Providence was due largely to his efforts.

1777—School Committee Appointed to Formulate Plan for Free School

Between the 60's and 70's in the eighteenth century, when the will of Rachel Thayer was approved, was an unsettled period for the colonies. The minutes of meetings disclose no educational activity in connection with the Rachel Thayer fund until a full decade after it was created:

> This meeting appoints our Friends Moses Farnum, Moses Brown, David Buffum, Thomas Lapham, Job Scott, Elisha Thornton, Samuel Aldrich, George Arnold, Antepds Earle, and David Steere to draw up a plan for establishing a free School among Friends, and lay the plan before next Monthly Meeting.[9]

School Committee Recommends—Rachel Thayer Fund be Solely Reserved for Education

> In the future the donation of Rachel Thayer deceased be applyed toward the Support of a School within the Monthly Meeting, which we apprehend to be the intention of the doner . . .

Subscription for School to Supplement Rachel Thayer Fund

> We also propose to the meeting to recommend Subscriptions to each Preparative Meeting to contribute in their freedom, towards a fund, the income of which to be for the Support of Schooling forever hereafter . . . and we apprehend a useful School may be immediately established . . .

Schoolmaster Sought and Provision Made for the Education of the Poor Gratis

> We propose that a Suitable master be procured as soon as may be to teach a School, within the verge of this Monthly Meeting, that the poor and such whose parents are not of ability to School them be taught therein or elsewhere, as may appear best, out of said fund, and that it be opened to other Friends to send their children, they paying such proportion of the tuition money as the Committee may find necessary . . .

---

[9] Min. Smithfield Mo. Mtg., 24–IV–1777.

Duties of School Committee

To conclude upon a place . . . to agree with tutors . . . to inspect the poorer sort of Friends Families, and determine who are most suitable to be schooled out of the fund raised . . . To raise and forward Subscriptions among Friends, for the Support of the School or Schools. To make and establish such Rules and Regulations as may to them appear conducive to the furtherance of Learning and Morality . . . To receive of the Trustees of the Rachel Thayer Fund and Their Successors the income of the donation . . . and to act and transact every other matter and thing belonging to the School, in as full a manner as the Monthly Meeting could; said Meeting reserving the right and power of dismissal, and appointing others to the Committee . . . as the Meeting may hereafter think proper . . .[10]

Inquiry as to Number of Scholars and Price of Board

After spending the afternoon upon the subject of Schools, Thomas Lapham is desired to make inspection respecting the Number of Scholars likely to attend, and the price of board, such as send from a distance which have to pay.[11]

Thomas Lapham reports that he found, upon inspection, places to board fourteen Children, and that as many from the Neighbors as will make up twenty, or upwards . . .[12]

Job Scott—Schoolmaster for Eighty Hard Dollars

Whereupon Job Scott was agreed with to teach a School at the Lower Meeting House in Smithfield to be paid Eighty Hard Dollars, or an Equivalent in Cloathing, or Other things, for One Year, to be paid Quarterly, and his board to be found . . .[13]

Rules for the School

The following Rules were Concluded on, subject to such Alterations and amendations as may from time to time appear Necessary, and a Copy is to be transcribed by the Master, and kept in the School free for the Scholars, their Parents, or those concerned to View, and *to be read at the admission of every new Scholar, or oftener if necessary.*

---

[10] *Ibid.*, 29-V-1777.
[11] Min. Smithfield School Committee, 26–XI–1777.
[12] *Ibid.*, 9–XII–1777.
[13] *Ibid.*

1—Attendance, Silence

That the Scholars carefully observe to be at School at the appointed times; that none presume to absent themselves without leave of the person under whose care they are . . . That they be always silent at their studies, so that their voices be heard only when saying their lessons, or when speaking to their Master. To hold no discourse with their School-fellows during the time of study, unless to ask something relating to their learning, and then in a low voice, and to avoid gazing about, moving from place to place or to frequent going out.

2—Obedience, Disputes, Complaints

That strict obedience be paid the Monitors in discharge of their office, and that none shall take the liberty to enter into any dispute with them; but those who may after deliberate consideration, think themselves aggrieved, may make their complaint to the Master, and if he does not redress them, or if they have any cause of complaint against the Master, they may lay the same before one or more of the School-Committee, who shall take notice thereof at their next Meeting to reconcile and redress the same.

3—Gentlemanly Behavior

That in going to and from School every one behave with decency and sobriety, without giving the least cause of offense to any.

4—Cleanliness

As cleanliness is not only decent, but necessary for health, the Scholars are to be careful in that respect, and Sweep the school every day in turn as the Master may appoint.

5—Only the Plain Scripture Language to be Used

That all in their conversation whether in or out of School use the plain scripture language of the singular number to one person, and be careful to place the words *thou* and *thee* in their proper places, and to call the days of the Week and Months of the Year in their numerical Order, and each other by their proper names according to the practice of the Apostles, avoiding all other names, terms of reproach, and every other rude or uncivil expression.

6—Modesty and Sobriety to be Observed, Moderate Exercise of Body to be Practiced, Associates to be Picked with Care

That in hours of leisure they observe Modesty and Sobriety, using such exercise of body only as may preserve their minds in sweetness to each other, that friendship and harmony may dwell among them, and they thereby learn to prefer and love each other's company in Preference to that of any rude wicked children, whom they are strictly enjoined not to associate with.

7—Lying and General Behavior

Never tell a lie, or use artful evasion, nor wrong any person by word or deed, Swear not at all, nor use the name of God irreverently or in vain, Mock not the aged, the lame, deformed or insane, or any other person; throw no sticks, stones, dirt, snow-balls or any other thing at any person; nor wantonly or unnecessarily at any creature, revile no person, nor utter any indecent expression; never return any injury or affront, but forgive agreeable to the declaration given us by our Lord, Mathew, Chapter 6th, verses fourteen and fifteen—for if we forgive men their Tresspasses, our Heavenly Father will also forgive you, but if you forgive not men their Tresspasses neither will your Heavenly Father forgive your Tresspasses—and in all things behave in a modest and civil manner to all. When meetings are held on any other than first days the Scholars are to go to School prepared to attend them with Decency and Sobriety.

8—Duties of Master in Encouraging Commendable Conduct

And inasmuch as the best rules avail not unless they are put into practice. frequent enquiry should be made by the Master whether they are punctually observed in his absence, and when any neglect appears, it should not pass without notice and reproof or correction if necessary, and where any complaints or differences arise, the ground and justice of such complaint or difference should be enquired into, when the Master should take the opportunity to recommend and inculcate the great duty of doing to each other what they would have done to them; and when any Scholar makes complaint of a School-mate, neither those complained or nor any other should be permitted to reproach the complainants for their care to preserve good order; but care should be used to check such as take pleasure in tattling and tale-bearing both in and out of school. The Master is desired to be at the School-house some time before the School hours as often as he conveniently can, that thereby the Scholars may be preserved from irregularity; and good order encouraged that so it may become habitual. That he strictly enjoin the Scholars to be diligent to their several studies and application to their Books that their proficiencies may be to each an Ornament, which alone can be acquired by attention and diligence.

9—Necessity of Being Truthful in Respect to the Attending of Religious Meetings

Let the Scholars know they must be careful to attend Meetings, on first days, as well as other Meeting days, unless sickness or unavoidable necessity prevents; and if any fail in this duty, let enquiry be immediately made for the cause, and every necessary method used to detect and discountenance

every inclination to screen and hide their misconduct in this way or any other instance by that mean and scandalous practice of equivocating and lying; vices which they should know are detestable in the sight of their Almighty Creator . . .

10—Moral Standards

Candor, Openness and Integrity are praiseworthy and should be encouraged . . . And above all let frequent opportunity be taken and every occasion employed to inculcate in their minds the necessity and advantage . . . of strictly observing every Moral and Christian duty, and let any breach thereof be more frequently reproved than any other neglect.

11—Books for School Use

And although the scriptures of truth are the principal Books to be read in the School . . . Nevertheless there are other Books which may be useful, and the Master may occasionally direct such parts of William Penn's *No Crosss No Crown, Reflections and Maxims;* Robert Barclay's *Apology and Catechism*, and *Piety Promoted* with such other Books, Epistles and Letters as the School Committee and the Master may think best.

12—Master Enjoined to Have Rules Strictly Observed

And as it is necessary that the Master have the government of his Scholars, in order that they be well educated, he is to keep a strict, tho' not passionate discipline according to the foregoing Rules, and it is expected all persons who send their Children will be resigned to this government Accordingly.

13—Length of School Day and Term

The School hours shall be from the 9th hour to the 12th, and from half after One till 5 o'clock—till the first of the fourth Month next; the time of the other part of the year to be hereafter concluded on.

14—Inward Examination and Orderly Dismissal at Close of Day

And that the Master previous to his dismissing the Scholars, direct their Books and Studies to be laid aside and their attention to be retired from them, in a pause for inward recollection as well as outward retirement; and then dismiss them not all at once, but gradually and quietly in such divisions as he may think most conducive to the reputation of the School, and to the advantage of the Scholars.[14]

---

[14] *Ibid.*, 26-XII-1777.

These school rules and regulations were repeatedly adopted and incorporated for special school needs by subsequent school committees, as will be noted on later pages. The Smithfield School Committee now proceeded rapidly with the actual work of establishing a school and setting the institution in motion.

1778—Scholars, Wood, Tuition in Hard Money

In the meantime Job Scott is to admit such Scholars as with the advice of such members of the Committee as can be conveniently had . . . and let Benjamin Arnold procure a sufficient quantity of wood . . . he is also appointed Treasurer of the School fund . . . and is to pay the Master and his board quarterly after receiving pay for the Schooling of the Scholars . . . at the rate of Nine pence per. week, in hard money . . .[15]

Children of Non-Quaker Parents Admitted

It is agreed that Scholars who are not members of our Society may be admitted for the term of one quarter, when there are vacancies, they observing the Rules of the School, and at the expiration of the quarter, may be reentered for another, if there are not present those who are Members of Society to fill the School, and that our Master with Such members of this Committee as may be conveniently assembled be empowered to receive Scholars and reject according to their discretion.[16]

Price of Board for Master

Thomas Lapham who was desired to agree with Samuel Arnold for the price of board for the Master, reports that they have agreed for 4 Shilling 6 pence pr. week, hard Money, for one quarter of year . . .[17]

Small-pox Occasions Vacation

The School being already small, and a house by which the Scholars pass to School being taken up by those who are coming out of the small-pox Hospital . . . the number in the School is likely to be still lessened by an apprehension of danger; it is concluded to drop the School till the 6th mo., and that in the meantime Thomas Steer and Moses Brown . . make inquiry what number of Scholars will be likely to attend the School, and also to Converse with the Neighbors and ascertain the board, so that at the close

---

[15] *Ibid.*, 29-I-1778
[16] *Ibid.*
[17] *Ibid.*, 27–II–1778.

of the Monthly Meeting in the 6th mo. we may be able to conclude when the school may begin again; Job Scott agreeing in the meantime that his wages cease . . . Moses Farnum . . . is hereby empowered to receive of the Trustees of the Rachel Thayer Fund the income or interest of the Monies in their hand belonging to this Meeting . . .[18]

School Reopens at Old Meeting House, Tuition Rates Changed

It is concluded that the School begin again at the Old Meeting House, on Second day next, that the board for the three months to come be 27 Shilling a week for a child of 12 years old, and to fall one Shilling for every year under to 6 years; and to rise one Shilling for every year over till 18 years—below and above these ages not to alter . . . [19]

Meeting Provides Education for Poor Children and Children of Other Communities

Moses Farnum and David Buffum are appointed to use their endeavors to procure School-Masters, or Mistresses to teach Schools in Uxbridge and Northbridge . . . Joseph Mosher's and Stephen Aldrich's Children to be taught therein, at the Meeting's expense; and also to see that the Children of Lawrence Southwick and Noah White have suitable Schooling found them . . .[20]

1779—Teachers Needed for the Several Schools Maintained by the Meeting

The Season now advancing wherein people usually more incline to send their children to School, and no teachers being engaged for the service . . . Rufus Smith and Jacob Arnold to use their Endeavors to procure a suitable number of Persons to teach School in different parts of this monthly meeting . . .[21]

1780—Function of Committee also to See to It That All Children Obtain an Education Even Though Teachers in Private Homes Must be Employed and Parents Stand the Cost Excepting for the Poor for Whom the Committee Provides

It appears . . . that divers Schools are now in being and that the Teachers have been engaged by particular Friends in a private Capacity

---

[18] *Ibid.*, 1–V–1778.
[19] *Ibid.*, 28–VIII–1778.
[20] *Ibid.*, 15–XII–1778.
[21] *Ibid.*, 9–XI–1779.

from whom they expect their pay without the help of the School Committee unless there are some Friends who have sent their Children whose low Circumstances makes it hard for them to pay . . . Moses Brown and Thomas Lapham are appointed to treat with Job Scott or some other person to see whether a teacher can be had to keep School for the year to come . . .[22]

Rachel Thayer Fund Operates Regularly

Our friends Jacob Arnold, William Buffum, and Rufus Smith are appointed to endeavor settlement with the Trustees of the Rachel Thayer Fund in regard to the Donation due friends . . . and to get as much of it as can be got in hard money . . .[23]

State of Currency Prevents Full Activity of Fund for Educational Purposes

The State of Currency and some other circumstances attending the money belonging to the fund, hath prevented the Interest being more applied, and Schools more constantly kept up . . .[24]

Teacher Training Established

Divers Schools have been Incouraged, and one set up for Qualifying our Youth to Teach Schools as well as to instruct the younger Children, and some from this School have since been Teachers of others . . .[25]

1781—Meeting Distributes Benezet's Spelling Book and Primer

Elisha Thornton is appointed to procure Anthony Benezet's Spelling Books and Primers, one dozen of each, and distribute them among poor Friends' Children . . .[26]

1782—Importance of Plain Language Emphasized, But No Mention of Methods or Principles of Education

This Committee being impressed with a sense of the difficulty and exercise which faithful School-Masters labor under in teaching the Children under thier care to use the plain Language with propriety, as required by the present School Rules; arising from a neglect in many Parents to example and interest

---

[22] *Ibid.*, 28–I–1780.
[23] *Ibid.*, 27–X–1780.
[24] *Ibid.*
[25] *Ibid.*, 26–X–1780.
[26] *Ibid.*, 31–V–1781.

their Children therein . . . wherefore this Committee is desirous that said difficulties may be spread before the Monthly Meeting, in order that suitable advice may be given. . . .[27]

It has been thought best to present without comment the actual minutes of the Smithfield School Committee in order that the reader may obtain an unbiased picture of the education l procedure of the Quakers in that community. The minutes themselves are more eloquent than any explanation of them would be. Between 1783 and 1794, the members of the Smithfield School Committee left no records of their activity. They were probably engaged in aiding the establishment of the Yearly Meeting School in Portsmouth which was being opened in 1784, and which probably occasioned the closing of some of the smaller local schools maintained by near-by Quaker communities, for some of the children were sent to the Yearly Meeting School. But the life of the Yearly Meeting School at Portsmouth was of short duration, 1784–1788; the desire at this time to have their own schools for their children remained quite constant in the lives of Quakers, so that agitation for Quaker schools continued.

1794—Smithfield School Committee Resumes the Recording of Its Educational Activities

The Book being produced that the doings of the School Committee hath been kept in, But nothing having been Recorded by the Committee in about Ten Years, It is thought best that the Doings of the School Committee In the Futur be preserved and Recorded; as the Education of our Youth Appears to be a matter of great Imporance . . .[28]

Supervision of Asa Rhod's School

After conversing on the Subject of Schools some time, and giving some advice, It is thought best the Committee attend the school that Asa Rhod hath lately set up, In order to be more fully Satisfied how and in what Manner Asa's School may be Kept . . .[29]

. . . After spending the afternoon in Asa's School, and after school

---

[27] *Ibid.*, 31–X–1782.
[28] *Ibid.*, 2-I-1794.
[29] *Ibid.*, 3–IV–1794.

conversing with Asa, It is thought best he continue his school at present . . .[30]

1795—Elisha Thornton's School Visited

Met at Elisha Thornton's School and spent a little time in Sd School and after school conversed on School a little. We think well to let the Monthly Meeting see our small attention to the Business, the year past.[31]

1801—The Moving School Plan

The Committee appointed on the subject of schools, have met several times thereon, and are of opinion that two or three schools, Kept by sober and well-inclined friends through the ensuing Summer in the Different Neighborhoods of our Monthly Meeting under the particular care of our School Committee, and to be removed from place to place at the Discretion of the Committee . . . And in case it should so happen that said schools could not be conveniently Kept near enough for all friends' Children to board at home, that then the Meeting will pay what such boarding may be more than what might be boarded at home . . .[32]

The school committee continues to submit reports regularly, its members visit the small schools that are now and then set up, and the meeting appoints new members for the school committee frequently.

1815—Quaker Women Formulate School Rules and Subscribe for Educational Organization

There was an organization started in Smithfield by a number of Quaker women for the purpose of educating poor children of both sexes regardless of denomination. The only record available of this work is the list of rules drawn up and the names of the members and their subscriptions.

A considerable number of Females feeling interested on account of poor Children, and particularly those of the Northern part of Smithfield, and having met together and considered the Subject, conclude to form a Society by the name of the Smithfield Female School Society, Inc., for the Govern-

---

[30] *Ibid.*, 19–IV–1794.
[31] *Ibid.*, 24–I–1795.
[32] *Ibid.*, 29–I–1801.

ment thereof, and for regulating a school or Schools during the warm season, for the instruction of poor children of both sexes, within a few miles of Smithfield Academy, adopt the following Rules:

1st—That the great object of this Society be, to unite in aiding and contributing, to the Establishing and Supporting of a Charity School or Schools, and that the Society consist of members, paying each fifty cents annually. That a meeting be held on 4th Saturday of April annually at Smithfield Academy, for the purpose of appointing the necessary officers of the Society, and of Making such amendments, or Alterations in the Rules and Regulations as may be deemed expedient. And a Semi-annual Meeting on the 4th Saturday of October for the Purpose of inspecting the situation and proceedings of the Institution.

2nd—That there be a President, Treasurer, Clerk and two Receivers appointed annually. The President shall preside at all stated and occasional Meetings of the Society, keep order and cause the business thereof to be conducted with propriety and dispatch, and in case of her absence, one shall be appointed for the day. The Treasurer shall keep an accurate account of all the money that is received by subscription or donation, particularly describing the amount of each, and of all that is expended, and he shall pay the orders of the School Committee which will be appointed in conformity to the third rule, and he shall report a general statement of the accounts and funds both to the annual and semi-annual Meetings of the Society. The Clerk shall keep a fair record of all the proceedings of the Society. The Receivers shall call upon the Members for their Subscriptions, and endeavor to obtain donations.

3rd—That a Committee of not less than four persons be appointed annually who with the President are to decide who are fit objects of the Charity of the Society, and also to be consulted on such other subjects as may concern the Society, and they shall call a special Meeting when in their Judgment it may be thought necessary.

4th—Legacies, Donations, or Subscriptions of any sum smaller or larger than those necessary to constitute membership will be thankfully received and strictly appropriated to the objects of the Society.

5th—In order to further the object in view, it is agreed that the Society shall meet once a month, not less than twenty members to constitute a meeting, and appoint an acting Committee consisting of eight persons, one or more of whom Shall visit the School occasionally through the week and lend such aid to the teacher as may be needful, and two of the Committee shall attend the First Day School in rotation, on which day the children are required to be in School at nine o'clock in the morning to prepare for Meeting in a decent and orderly manner, and the afternoon School to open at half past two, and

the Children to be cautioned to be punctually in attendance at the time appointed.

6th—That there be a portion of the Scripture read to the Scholars at the opening and close of the School by the teacher or any one of the Committee, and that silence be strictly kept not only during the reading but also a short time before and after. Therefore, with meekness and love we desire to enter into the benevolent undertaking, humbly relying for the success of our endeavors on Him who said—suffer little Children to come unto me and forbid them not, for of such is the Kingdom of Heaven.[33]

A list of forty-one names follows the above regulations. The list designates that each member subscribed fifty cents. No other record of this undertaking has been found.

Educating for Quakerism

The opening of the Yearly Meeting School at Providence in 1819 gave the Quakers in many communities of New England, especially in Rhode Island, the opportunity to take their children away from the monthly meeting school and the small private local schools. These were conducted by the hiring of a person a few months during the winter season. The greater part of those thus hired were not outstanding teachers. The meeting appointed committees on education to visit such schools and judge whether the institutions conformed with the Quaker conception of what a school ought to be. Private school masters made every effort to have their schools appear worthy in the eyes of the members of the school committee. Many of these local schools continued to exist even after the re-opening of the Yearly Meeting School, and the local committees on education were kept busy ascertaining whether Quakers might safely continue to send their children to them. The committee paid the cost of educating children of needy Quakers. The paramount idea was to educate for Quakerism, so that children would remain Quakers when adults and not join any other religious organization, but this endeavor was not wholly successful. Many left the Society for various reasons, the forbidden fruit of the "mixed" school was one cause, and later the public schools possessed too many desirable features

[33] Austin Collection, Pkg. 27.

for broad-minded Quakers not to be taken advantage of. Quaker children in these schools acquired visions and ideals other than those possible in the Quaker school.

1820—Work of the Monthly Meeting School Committee Continues

We, of your School Committee, Report . . . we have met several times . . . and made inquiry respecting the situation of Friends' children throughout the Monthly Meeting, and find them generally in a way to receive a tolerable degree of school learning tho' not in all in the way most consonant with our discipline. . . . And we also believe that the Interest of the Donation of the Rachel Thayer Fund to this Meeting might be usefully expended in assisting the education of some of our children within our limits.[34]

We of our Committee Report . . . we have expended $19.23 in schooling children who needed our assistance . . . there are four children now at school at our expense . . .[35]

1822—Local Schools Receive Stamp of Approval from Education Committee

There being a number of Friends' children at the schools kept in this neighborhood . . . we visited these schools, and were pretty well satisfied with the appearance and management of them, and are of opinion that Friends may properly send their children to them when convenient . . .[36]

1833—The Yearly Meeting School and Public Free Schools in Quaker Communities are Making Less and Less Necessary the Maintaining of the Small Quaker Schools

The School Committee Report . . . from the establishment of free Schools in this State, the circumstances of Schooling children has been naturally altered, so that for the past year we have made no appropriation of the fund for the schooling of children in small Schools under the care and management of Friends as heretofore . . . We have applied $12.50 to the payment of a Quarter's Schooling of a Friend's child at the Yearly Meeting Boarding School. We have thought it proper to bring the Subject thus distinctly before the consideration of the Meeting. So as to enable them to judge of the propriety of continuing the School Committee, and the authority to use

---

[34] Min. Smithfield Mo. Mtg., 27–I–1820.
[35] *Ibid.*, 31–I–1822.
[36] Min. Smithfield School Committee, 23–V–1822.

the fund or any part of it according to the best of their judgment for the purposes of education . . .[37]

1835—Education Committee Considers the Establishment of Local Quaker Schools No Longer Necessary

The School Committee Report . . . they have met several times and consulted together on the subject of schools, particularly in regard to the establishment of Monthly Meeting and Preparative Meeting Schools as recommended by our last Yearly Meeting and referred to our consideration by the Monthly Meeting . . . But from the scattered situation of Friends it has appeared to the Committee at present impracticable to establish any such schools . . . We nevertheless feel very Solicitous that Friends should use their utmost endeavors to give their children an education in a select and guarded manner, Suitable to qualify them for business and for usefulness in Society . . .[38]

[37] Min. Smithfield Mo. Mtg., 28-III-1833.
[38] *Ibid.*, 26-III-1835.

VII

Quaker Schools in Portsmouth

Records of the Rhode Island Monthly Meeting, of which Portsmouth is a part, are extant from 1676. Quakers were active in this community before the beginning of the third quarter of the seventeenth century. A meeting house for Portsmouth was built before the close of the century.[1]

1703—John Warner, Quaker Schoolmaster

John Warner, a ffriendly man, a stranger Lately Coming ffrom north Caralina presented a Certificate ffrom theare Quarterly meeting; and proposed to Bee Imployed as a Scoolemaster. This meeting hath Appointed Abraham Anthony and John Easton, Junr. to assist him and procure what Scolers they Can ffor his Incouragement, and yt hee ffirst Begin to Keepe Scoole at portsmouth meeting house or Else wheare as Abraham Anthony and John Easton Shall with Advise Thinck necessary and most Convenient.[2]

1711—Textbooks

According to the Advise of ye yearly meating, this meating hath apoint that ye several monthly meatings belonging to this meating . . . colect . . . for both sorts of G. foxes primers for ffriends children . . . and be brought to ye neaxt Quarterly meating . . . the order to be seant to Walter Newberey . . .[3]

Fox's primers were ordered several times during the eighteenth century, thus indicating that Quaker children in Portsmouth were obtaining the rudiments of an education in Quaker schools. "Rhode Island Monthly Meeting concluded to take five hundred of Geo. Fox Primers."[4]

Also "the small primers are printed . . . the large primers will be done by next Quarterly Meeting . . . "[5]

---

[1] Min. R. I. Qr. Mtg., 19–XI–1691, and 5–V–1692.
[2] Min. R. I. Mo. Mtg., 14–VII–1703.
[3] Min. R. I. Qr. Mtg., 13–V–1711.
[4] *Ibid.*, 7-VIII-1742.
[5] *Ibid.*, 12–X–1769.

Monthly Meeting Schools

During the last quarter of the eighteenth century the educational activities of the Quakers in Portsmouth were divided into two distinct movements—(1) to continue Monthly Meeting Schools, as will be noted on the following pages; and (2) to help raise sufficient funds for the establishing of the Yearly Meeting School, to which a special part of this chapter and following chapters are devoted.

1795—Education Committee Requested to Investigate and Report

The representatives appointed to attend the Quarterly Meeting . . . produced Extracts from our last Yearly Meeting minutes . . . on Education. . . . This Subject of Education having been brought before this meeting . . . Whereupon Richard Mitchell, Benjn Freeborn, Jor Dennis and James Chase are appointed to make inspection with respect to Schools agreeable to the advice of the Quarterly Meeting, and make Report to next Monthly Meeting . . .[6]

1797—Monthly Meeting School Operating Under Financial Loss

The Monthly Meeting School Committee have lately imputed the state of that Institution and find that the expence attending the same considerably exceeds what the weekly rate of board was stated by the Monthly Meeting at its first Institution; Your Committee therefore desires to be instructed how they shall proceed in the future. If the Meeting thinks it expedient to modify the rate of Boarding and Tuition so as not to be burdensome to the Meeting nor a discouragement to the Boarders is what we desire may be effected, and the present hopeful appearance of the school's utility may not meet with any material loss. . . . We therefore propose that the Monthly Meeting confer the power of Stating the price of Board with the School Committee, that they may vary it according to the rise and fall of Provisions, also that the present rate of Schooling as fixed by the Monthly Meeting is three shilling a Quarter lower than any other school in Town proper; an Alteration is herein in order that the Board and Tuition may be so rated they may pay the expence of the Institution with the appropriation of the Monthly Meeting. . . .[7]

1800—A Mistress Sought for the Women's School

Our Committee having investigated the State of the School Funds have

---

[6] *Ibid.*, 27-X-1795.
[7] *Ibid.*, 28-II-1797.

reported that . . . there will be a sufficiency in Stock to encourage us to open a School at Portsmouth the ensuing Summer, and Friends there having proposed that it be a Women's School, accordingly a Committee is appointed to look for a Mistress and open a School there . . . if a suitable person can be found to superintend it. . . . The Committee think the Meeting house Chamber to be the most suitable place for the School the ensuing Summer, if the Monthly Meeting approve . . .[8]

1804—Quaker School House Built

The School Committee having proposed the building a School house on the lot near Portsmouth Meeting house, one-half of the expence thereof to be paid out of the School funds, the other by subscription . . . agreed . . .[9]

1811—Quaker Schools in Portsmouth Continue

The School Committee . . . have endeavored to attend to the subject of Schools, and during the Summer season, two were taught at Portsmouth by Women friends to good satisfaction, one five and the other six months, at which twenty of friends' children attended . . . we regret to add that no school has been kept this winter owing to the difficulty of procuring a man friend capable and willing to engage in the undertaking. . . . The School fund . . . amounts to $359.10[10]

1822—Meeting Pays for the Education of Poor Children, Quaker School Houses in Portsmouth Soon to be Sold

We your committee have to report that the State of the School fund did not admit of our having any School under our care for several years past, but have paid the tuition of such children as we apprehended most to claim our attention in a pecuniary point of view . . . The Committee are of the opinion that it would not be best to sell the School house at present. . . .[11]

1823—Quaker School Property in Portsmouth Sold

The School House in Portsmouth, near friends' Meeting house, belonging to this meeting having been long unoccupied, Benjamin Freeborn, Asa Sherman and Peter Lawton are appointed to sell it and report to this meeting . . .[12]

---

[8] *Ibid.*, 27-III-1800.
[9] *Ibid.*, 28-VI-1804.
[10] *Ibid.*, 28-II-1811.
[11] *Ibid.*, 25-IV-1822.
[12] *Ibid.*, 25–IX–1823.

An examination of the minutes of meetings makes it clear that the Yearly Meeting School, re-opened in Providence in 1819, and the public school were meeting the needs of the Portsmouth Quakers sufficiently after the second decade of the nineteenth century, so that the small Quaker local schools, maintained formerly by the Quaker Meeting and private enterprise, were no longer necessary.

The Yearly Meeting School at Portsmouth[13]

Beginning with the last quarter of the eighteenth century the minutes of meetings of the New England Quakers reveal increased efforts to establish schools for their children. This was largely due (1) to Quaker advices on education sent from the London Yearly Meeting, and the reports of the success of the Ackworth School established in 1778; (2) to the epistles on education sent from the Philadelphia Yearly Meeting and the establishing of a large number of Quaker schools in Pennsylvania at this time;[14] (3) to the general awakening in the various communities of our country during the last quarter of the eighteenth century that a growing nation needs to educate its children commensurate to its growth; and (4) to the untiring efforts on the part of Quaker leaders such as Moses Brown in New England to promote education.

Attention has already been called in Chapters Three and Six to the initiative exercised in the last quarter of the eighteenth century by the Smithfield Monthly Meeting to promote education not only within its own community but throughout all the Quaker communities in New England. This initiative was, in a large measure due to Moses Brown, the outstanding member of the Smithfield Monthly Meeting. The four immediate causes mentioned above and doubtless other factors finally occasioned the establishing of the Yearly Meeting School at Portsmouth.

---

[13] See Jones, A. *The History of Friends' School*; also Kelsey, R. W., *Centennial History of Moses Brown School.*

[14] See *Advice on Education* from the Philadelphia Yearly Meeting, Chapter Three of this study; also Woody, *Early Quaker Education in Pennsylvania.*

As a result of the earnest efforts of the Smithfield Monthly Meeting in this respect[15] the Yearly Meeting in June, 1779, recommended to each Quarterly Meeting to appoint committees on education to assist the several Monthly Meetings in the best methods of educating their children, and to return a complete report on education the next year. The agitation for a boarding school adequate to train Quaker teachers and others was started that year. And the matter was again taken up seriously in 1780:

> We have to observe . . . the greatest Difficulty that seems to attend Friends at this time respecting the establishing of proper Schools in the several Meetings, is the great Defect of Education in times past, whereby persons suitably qualified for school matters are not easily if at all to be had. If therefore the Quarterly Meetings could promote by themselves or *throughout the Yearly Meeting a School where boarding Schollars* might be received and taught in such a manner as to qualify our youth of the rising generation to teach Schools, we think it would be an acceptable service . . .[16]

Outline of the Initial Plan of the Yearly Meeting School

> We the Committee appointed to Consider of a plan for the Erecting of a School . . . Do propose the Recommending down to the several Quarterly and Monthly Meetings, the Promoting of Free, Liberal, and voluntary Subscriptions, Donations, Bequests, and Devices, adequate to the design and Importance of the Subject, as a Fund, To remain for ever, the Interest or Income of which to be applied to the Support of Education. That there be a standing Committee appointed by this Yearly Meeting, to whom . . . Deeds and Conveyances of Real Estate may be made, as Trustees for the Yearly Meeting for New England . . . And that said Committee, as soon as it shall be enabled, open a school in such place as they may judge most convenient, within the Limits of this Yearly Meeting . . . And have the right of Procuring and approbating of all Masters, and Instructors of such School, and also to Establish General rules and orders, both for the observation of the Instructors and Pupils, Directing the books that shall or may be read, and the branches of Learning to be inculcated . . .
>
> The said Committee to be subject from time to time to the advisement and Direction of this Yearly Meeting, and to be annually reappointed, if tho't best, or Removed as action may require . . . The Yearly Meeting or this Committee are to have Liberty to receive in the said School . . .

---

[15] See Min. Smithfield Mo. Mtg., 25–III–1779. in Chapter Three of this study.

[16] Min. R. I. Qr. Mtg., 11–IV–1780.

orderly youth, not of our Society, they complying with the Rules and Regulations of the School, whenever the Committee may after due Consideration of all Circumstances think it useful and best . . . And in order to the Speedy Establishment of this Necessary Institution, We Recommend a subscription . . . to be promoted in all the meetings . . . and that it become the care of Friends in the future to promote Annually Subscriptions, to be applied to the use of the School, until the Income of the Fund Shall be Sufficient, and so make such Annual Subscriptions unnecessary . . .[17]

The matter of the Yearly Meeting School was then turned over to the care of the Meeting for Sufferings; this body gave it serious consideration, 12–VII–1780; 11–IX–1780; and 6–VI–1781. Finally in 1782, Moses Brown, acting as the chairman of the committee on education, appointed by the Meeting for Sufferings, formulated a statement concerning the possible operation of the New England Yearly Meeting School. This document of nineteen pages served as a general summary of all the previous advices pertaining to Quaker education in New England, and it urged the final step in the establishment of the Yearly Meeting School: . . .

As we are apprehensive that the design and intention of the Yearly Meeting has not been clearly understood by many, whereby objections and discouragements with well minded Friends have arose, tending to shut up the benevolence which otherwise might have been manifest by a more general, free and liberal contribution, to an institution intended for and which promises essential benefits to the poor and others, not only for the present, but for generations to come: We are therefore engaged to lay before you the intentions of Friends in this establishment . . .

The difficulty of procuring suitable school masters, and in small Meetings members living too remote from each other to daily go to and return from one school, and the want of ability in many families, both on account of their education and their straightened circumstances in life, render the proper instruction of their children in their families impracticable. To remedy these difficulties, make education cheap and easy for all . . .

It appears that Friends, not only in the southern governments upon this continent, but in England and Ireland, about the same time, without the

---

[17] Min. N. E. Yr. Mtg., 12–VI–1780.

notice of each other, have been moved upon to a renewed care of the rising Youth in this respect. Our brethren in England have informed us of their approbation and satisfaction to hear of our intention; and that they have established an institution in their Yearly Meeting of the like kind, which afforded a promising prospect of usefulness: The liberal benevolence there being such, as to raise the fund already so large, as to purchase an estate, educate, victual and cloath, upwards of 300 boys and girls, at the small expence, to their parents, of 8 guineas a year, or 3s. 3d. sterling per week . . . To come up to their example in full we do not expect, yet so far as circum-

To come up to their example in full we do not expect, yet so far as circumstances require, and ability is afforded, we think it worthy our imitation . . . It is agreed that as the school is intended for the education, maintenance and cloathing of children, whose parents are not in affluence, that they shall be instructed in reading, writing and accompts, as fully as the time allowed them will permit. Some useful employment may be provided for the boys, according as their age, strength, talents or conditions, may require. Learning and Labor, properly intermixed, greatly assist the ends of both, a sound mind in a healthy body. The girls also will be instructed in knitting, spinning, useful needle-work, and in such domestic occupations as are suitable to their sex and stations . . . The history of the rise and progress of Friends, their principles, their sufferings, and the indulgencies granted them by the legislature, will probably make a part of this instruction to the children of both sexes, as well as the general doctrine of religion and morality . . .

Perhaps there is nothing in the common course of public education, that so unfits men for that humble attention to the divine monitor within . . . as the cultivating of a bold unfeeling disposition, under a notion ofpromoting manliness and courage . . . To habituate children, from their earliest infancy, to silence and attention, is of the greatest advantage to them, . . .

To have the active minds of children early put under a kind of restraint, to be accustomed to turn their attention from external objects, and habituated to a degree of abstracted quiet, is a matter of great consequence and lasting benefit to them . . . The most ancient schools of philosophy taught and practiced silent attention . . .

We do not expect it will be best to delay opening the school . . .

Signed in and by the order of the Meeting for Sufferings, held at Providence, for New England, the Eleventh of the Eleventh Month, 1782, by Moses Brown, Clerk.[18]

This document, urging the establishment of the Yearly Meet-

[18] Nineteen-page pamphlet inserted between pages 176 and 177, Book II, Records of the Meetings for Sufferings, 1775–1793, vault, Moses Brown School, Prov., R. I.

ing School, short excerpts of which were just quoted, was printed, and copies of it were distributed among the New England Quakers:

A fair corrected copy of the Manuscript on the subject of the Yearly Meeting School being presented by the Committee was Read; this Meeting approved thereof, and as it appears best that the same be printed, in order that the contents may be usefully spread amongst Friends, Thomas Arnold and Moses Brown are appointed to procure 200 Copys printed at the expense of the Yearly Meeting, and send one to each Monthly Meeting to be read therein . . .[19]

The various Quaker communities in New England responded to previous and to this appeal for funds to establish the Yearly Meeting School, money was raised and forwarded to the Meeting for Sufferings:

The Upper house Preparative Meeting has subscribed L 3. 12 for the fund, L 2. O. 6 for the present year . . . Uxbridge Subscribed L 31. L 17. 6 for the present year. The Lower house Preparative Meeting Subscribed L 47. 19 . . . L 25. 15. 6 for the present year . . . [20]

Agreeable to the Request of the Meeting for Sufferings, this Meeting hath transmitted to them an account of what is Subscribed by the Members of this Meeting for the Support of the Yearly Meeting School for the present year . . . L 16. 3.[21]

The Preparative Meeting of Portsmouth acquainted this Meeting that a Friend on behalf of the Meeting for Sufferings proposed that if we were free to give a part of our income toward the support of the Yearly Meeting School, it was likely it would be opened on Rhode Island . . . We are of opinion that Sixty pounds per Annum of the revenue arising yearly on the Quit rent Lands with what is already due upon the Lots that shall or may be appropriated for that service be bestowed on the Yearly Meeting School . . .[22]

1783—Fund Sufficient to Open Yearly Meeting School

We the Committtee appointed to consider opening the Yearly Meeting School, report . . . there appears the Sum L 107. 9 subscribed for the

---

[19] Min. Meeting for Sufferings, 11–XI–1782.
[20] Min. Smithfield Mo. Mtg., 27–IX–1781.
[21] Min. South Kingston Mo. Mtg., 1–IX–1783.
[22] Min. R. I. Mo. Mtg., 28–X–1783.

present year, which together with the interest of the money . . . will amount to L 134. 19. for the first year, which sum we think sufficient to attempt opening the School with. . . .[23]

Committee on Education Undecided as to Location of School and Choice of Schoolmaster

Considering all circumstances . . . the School may be opened under the most advantage within the verge of Smithfield Monthly Meeting. And we propose Elisha Thornton for the Master, we being Informed he is Willing to Undertake the Trust for the Sum of Sixty Pounds a Year, he finding a Room to keep the School in; Also that bord may be had at the price of 4/4 per week for Children under fourteen years of Age, and 4/6 for those above . . . taking into consideration that no amount has been received from Portsmouth, we conclude to Defer opening the School until some amount may be had from them, Apprehending the School may be opened at Portsmouth to as good or better Advantage than any other place proposed, provided Rhode Island Monthly Meeting can see their way clear to appropriate a sutiable part of the Meetings' Interest for the Maintainance of the School . . .[24]

1784—Portsmouth Chosen as Suitable Location, and Isaac Lawton Appointed Schoolmaster

This Meeting having concluded . . . that the Yearly Meeting School be set up in Portsmouth on Rhode Island as soon as suitable preparation can be made . . . Isaac Lawton is appointed to keep the School . . . The following rules and regulations were agreed on for the government of the Yearly Meeting School . . .[25]

1785—School in Operation, Scholarships for Children Who are Without Funds Established

This Meeting took into consideration the State of the Yearly Meeting School . . . the invitation to the several Monthly Meetings to send in the poor, has not had the desired effect . . . and as there is a sufficiency to support some such, Thomas Hazard, Thomas Aldrich and Moses Brown are appointed to ascertain how many the Fund will support for the

---

[23] Min. Mtg. for Sufferings, 15–IX–1783.
[24] *Ibid.*, 4-X-1783.
[25] *Ibid.*, 13-IX-1784; the rules and regulations adopted for the Yearly Meeting School are identical with those formulated seven years earlier, 26-XI-1777, by the Smithfield Monthly Meeting School Committee—see Chapter Six of this study.

year ensuing, and make a Draft to encourage the Monthly Meetings sending such as are poor to partake of the advantages of the Institution . . .[26]

Classification of Pupils for Whom Scholarships are Established

Dear Friends—It appearing that the information we have before been able to give respecting what part of the Expense of Boarding the Poor of Society, while at the Yearly Meeting School, could be paid out of the Fund, has been so uncertain as not to be of sufficient inducement for the Monthly Meetings to send their poor, We have therefore taken the Subject again into consideration, and . . . Have concluded to Notify each Monthly Meeting to send one of their Children of the *first Class of Poor*, that is, such who are not possessed in their own right of the necessary means of food and raiment, nor have parents of ability . . . to furnish them therewith . . . Or such who have grown to an age of ability to support themselves with their own labor, yet are destitute of Learning to fit them for Business . . .

a Second Class of poor, whose parents may be able to furnish them with food and Raiment, but need assistance in Education . . . to such there will be due attention paid, and the expense of Tuition, Books, and other materials necessary for their Learning in School will also be paid out of the Fund . . .

Permanent Values to be Acquired

Besides the necessary literary instruction, the Children are to be taught habits of regularity, of decency, of respectful subordination to their Superiors; of forbearance, affection and kindness toward each other, and of religious reverence toward their Maker; and those habits of silence and recollection Taught and practiced in the ancient Schools . . .[27]

Isaac Lawton Re-appointed Schoolmaster Second Year

The first year of the Yearly Meeting School being Nearly Expired, it is concluded that Isaac Lawton continue to keep said School at the same price as before agreed upon . . .[28]

1786—School Committee Report Favorably

We the Committee to visit and oversee the Yearly Meeting School report . . . tho' the School is yet small, consisting of about Twenty scholars . . . we think it is conducted in an orderly manner . . . the

---

[26] *Ibid.*, V-1785.
[27] *Ibid.*, 8-VI-1785.
[28] *Ibid.*, 12-I-1X-1785.

scholars seem to be Attentive and improving in their Learning and we doubt not but a diligent perseverance in Society to promote the Institution will with a divine blessing Continue the School to be useful Not only to the present but future Generations . . .[29]

1787—The School Experiences the Usual Financial and Other Difficulties

The Committee for Enquiring into the State of the School fund and Settling the Treasurer's Account . . . Report . . . from the present Demand for bord of the poor and the difficulty of collecting the quit rents at Newport, and other Money due the fund, it is incumbent on the Meeting to Endeavor for the Collection of the Money already due, and the Interest, and as far as they may be able to increase the funds; and there having been as we are Informed some Subscriptions in England, our Friend Thomas Lapham and Moses Brown are appointed to look into that matter and Desire collecting the same . . .[30]

It appearing that through the great reduction of rents in the Town of Newport wherein the principal Donation lies . . . and the difficulty of collecting them by reason of the depreciated State of the paper Currency . . . the usefulness of the Institution is likely to be greatly lessened if not entirely lost. . . .

Also the Late Calamitous War, we have reason to fear that Numbers may be brought up with little or no Education, we are Induced to lay the care before you for your Assistance in Enquiring into the Subscription referred to and putting them and such additions as you may be Enabled to procure in freedom, for the Bord of the Poor who have been sent to the School for Tuition, and the Treasurer informing that there was not a sufficiency in the Treasury . . . he is to call upon . . . those who are indebted to the Fund for their respective arrearages in order that this Meeting may have it in their power to discharge what is incumbent on them in this respect . . .[31]

In Plea for Funds, Moses Brown Sets Forth Purpose of Yearly Meeting School

We have not in view anything further than Real Usefulness and if a fund could be raised to support 30 of the Poor of Society it would give us who are Engaged in the Institution much Satisfaction, and an Enlargement might

---

[29] *Ibid.*, 14–II–1786.
[30] *Ibid.*, 10–I–1787.
[31] *Ibid.*, 13–III–1787.

be left to our Decendants, not but what I am of the Opinion that if 6 times that Number could be supported the Usefulness would be nearly in proprotion . . .

At such a School a Master may be employed capable of teaching a few Scholars whose genius and Capacity may lead Friends to think suitable and best the Latin, French, or some other Language with such Useful parts of the Mathematicks which at present can not be learned in any School we have in Society here; and I have thought if thou and other Friends should think well of encouraging such Instruction and confine some Donation to the purpose, I should willingly add L 100 to my subscription as a fund for that purpose in my Life-time instead of its standing in my Will, which has for some time been the case . . . Such a teacher could also teach the common branches. But most Friends here think only a little knowledge of Reading, Writing, and Arithmetic necessary . . .[32]

1788—Too Many Difficulties in Operating Yearly Meeting School; Committee Forced to Suggest that Institution be Temporarily Closed

This Meeting having resumed the consideration of the Yearly Meeting School, and it appearing that the continuance of the School will involve us in difficulty to discharge the expence arising, from the present embarrassments of the Collecting the Rents and other Moneys due the School Fund . . . And therefore propose to the Yearly Meeting whether some prefer augmentation of the Fund, or a vacation to be concluded on will not be best until a change of circumstance take place . . .[33]

it is advised that a vacation of the Yearly Meeting School take place until our next Yearly Meeting . . . the particular time for which assigned by the Meeting for Sufferings . . . the several Monthly Meetings are desired to contribute in freedom toward an increase of the Funds, that the Institution may become more generally useful . . .[34]

1789—Vacation of Yearly Meeting School to Continue

The funds of the Yearly Meeting School being still inadequate to a continuation . . . it is again concluded that the vacation thereof continue until our next Yearly Meeting . . .[35]

---

[32] Letter, Moses Brown to Samuel Neal, 1787, in Moses Brown Papers, vol. VI, p. 3.
[33] Min. Mtg. for Sufferings, 11–VI–1788.
[34] Min. N. E. Yr. Mtg., 17–VI–1788.
[35] *Ibid.*, VI–1789.

The Yearly Meeting School at Portsmouth was thus operated for four years, 1784–1788. Minutes of meetings indicate that the enrollment was never over twenty-five. Adequate funds for the school's support was the chief cause for its temporary closing. The funds in the hands of the committee, of which Moses Brown was the chairman, were placed on interest, and donations and subscriptions were continually solicited to increase the sum. The idea of a New England Yearly Meeting School did not die. Energetic efforts were made by Quaker leaders in New England, especially by Moses Brown, to resume the work of the institution. The results of these efforts and the final opening of the Boarding School in Providence in 1819 are set forth on subsequent pages.

VIII

Agitation for the Re-establishing of the Yearly Meeting Boarding School, and its Re-opening and Operation in Providence[1]

1790—Yearly Meeting School Committee as Advisory Board

The important subject of Education being weightily brought before this Meeting . . . with respect to our Yearly Meeting School, and also that Friends may be engaged in each Monthly Meeting to revive the concern upon this subject . . . We appoint James Davis, James Needham, Rufus Smith, Jeremiah Harker, John Taber, George Comstock, Thomas Hazard, Job Scott, Daniel Aldrich, Ever Davis, Caleb Greene, Jeremiah Austin, Jun., Daniel Newhall, Jacob Mott, Samuel Rodman, Wm. Almy, Matthew Purinton, and Remmington Hobby, solidly to consider the matter and likewise to consider in what way the Funds of the Yearly Meeting School may most beneficially be appropriated . . .

Meeting for Sufferings to Have Control of Funds and School

A report was received from the Committee . . . The direction of the Yearly Meeting School and its Funds shall be submitted to the Meeting for Sufferings . . . to be by them conducted in such manner as may appear most likely to forward the important object of its institution either by continuing its vacation . . . or putting the School in motion upon the foundation of its own Funds which are . . . not to be diverted into any other channel than for the support of the School . . . other subscriptions to be added as Friends in perfect freedom may be inclined to make . . .[2]

1794—Fund Six Hundred Eighty Pounds, Committee Recommends School be Again Put in Motion

The Committee appointed in the fourth Month last to take into consideration the situation of Education in General and of the Yearly Meeting School, and its funds in particular, Report, that the Fund both Principle and Interest is about Six Hundred and Eighty Pound. They also suggest, Whether if a

---

[1] See Jones, *History of Friends' School;* Kelsey, *Centennial History of Moses Brown School.*

[2] Min. N. E. Yr. Mtg., VI–1790.

suitable Master could be engaged, it might not be well to put the School again in Motion . . .[3]

1801—Fund Has Grown to $3,837.40, More Subscriptions Requested, Committee Directed to Determine Place for Re-opening of School

The Meeting for Sufferings haveing enquired into the State of the School find that with the Interest due up to the first day of the present year, it amounts to $3,837.40 . . . Your Committee have solidly considered the subject referred to us . . . are united in recommending that the Yearly Meeting appoint a Committee to promote subscriptions throughout the Yearly Meeting to increase the School Fund . . . and also to consider and fix upon some eligible place for Establishing a Boarding School . . .[4]

1811—Hopeful Letter to Philadelphia Yearly Meeting Concerning the New England Yearly Meeting Boarding School

To the Yearly Meeting of Friends next to be held in Philadelphia, Dear Friends, Your Epistle of the 4th mo. last has been received and acceptably read in this Meeting . . . We observe with satisfaction that the Boarding School under your patronage continues in a prosperous way, not doubting . . . that . . . very essential advantages will be thence derived to the Youth and consequently to the Society at large.

The Subject of Education has engaged also the attention of this Meeting; a general sense of our deficiency herein seems to prevail, and although a difficulty in procuring suitably qualified instructors of our own Society, with other obstructions hath hitherto prevented our applying a remedy upon that general scale which is desirable, yet we apprehend a concern has been felt in the minds of many of our Brethren and Sisters which will not be suffered entirely to fall, but a hope is entertained that the seeds of a useful and guarded education within the limits of our own Society, and under the tuition of our own Members will in time be more extensively sown . . .[5]

Fund Has Grown to About $8,000, Re-opening of Yearly Meeting School Strongly Urged

We have met and considered the State of the School Fund, and find upon enquiry the present amount including the interest . . . is about Eight

---

[3] Min. Mtg. for Sufferings, 9–IV–1794.
[4] Min. N. E. Yr. Mtg., 15–VI–1801.
[5] *Ibid.*, 19-VI-1811.

thousand Dollars . . . We recommend that this sum together with such additional subscription as Friends may find freedom to make, be applied in a School, under the direction of the Meeting for Sufferings, according to the original intention of Friends in such a manner and under such regulations as they may find themselves enabled . . . It may not be improper that further subscriptions for the Institution be recommended . . .[6]

The matter of re-opening the Yearly Meeting School was thus frequently revived and brought to the attention of the New England Quakers, but a wholly unobstructed way was for some time not clearly seen. Moses Brown was the outstanding leader in every effort to re-establish the School. It was he who first occasioned its birth in Portsmouth in 1784, and from the time of its closing in 1788, he worked zealously to have the school re-established. He was treasurer of the school fund; by means of his discrete investments, his own liberal and frequent donations, and his sincere pleas for further subscriptions from New England Quakers and others the fund increased steadily.

The following communication from Moses Brown probably more than any other one factor finally occasioned the re-opening of the school in Providence in 1819:

Providence, 4th of 5th mo., 1814. To the Meeting for Sufferings: Dear Friends, As my feeble state of health prevents my attending the Meeting at this time, I thought best to inform you that in the course of my confinement by bodily indisposition for some time past, the subject of the Yearly Meeting School has been renewedly brought under my consideration. And believing that a permanent institution for a guarded education of a rising generation will be promotive of their usefulness in society and the honor of truth, I have, for the furtherance of these desirable objects, concluded to give a tract of land on the west part of my homestead farm, containing about forty-three acres, for the purpose of erecting suitable buildings for the Boarding School thereon: provided the Meeting should consider it an eligible situation, and conclude to carry into effect the establishment of the benevolent institution thereon. If the Meeting should appoint a Committee to view the ground, consider of the proposal and report their propest to the next Meeting for Sufferings . . . they can then act upon it, as it shall appear to them best. . . . As treasurer of the School Fund, I may for

[6] *Ibid.*, 17-VI-1811.

your information mention that its present amount is about nine thousand [illegible]

1814—The Gift of Moses Brown Stimulates Education Committee to Further Action

This meeting having obtained information that a suitable lot to accommodate the Yearly Meeting School has been offered by our friend Moses Brown, a very general agreement is manifested that the time has arrived wherein it may be entered upon with a better prospect of accomplishing the benevolent design that has presented at any former period. We therefore recommend to friends to aid the present fund. We tenderly exhort friends to be liberal in their subscriptions according to the means allowed them.[1]

1815—Initial Plans for the Erection of Buildings for the Yearly Meeting School

The Yearly Meeting having referred the subject of the establishment of a Boarding School to this Meeting, it is the prevailing opinion of this Meeting that the time has come when it will be best to proceed in making provision for erecting buildings for the necessary accommodation of the Boarding School on the lot proposed to be given by our friend Moses Brown and Obidiah Brown. Moses Brown, Thomas Howland, Sylvester Weeks, and William Almy are appointed to prepare a plan for the building with an estimate of the probable expense.[2]

Male and Female School Planned Under One Roof at Cost of About $25,000

The Committee having reported a plan for the building together with an estimate of the cost thereof was generally approved. . . . their attention is principally turned to the consideration of a plan comprising both schools, male and female under one roof. . . . the cost of erecting such a building, the walls to be built of stone . . . at less than twenty thousand dollars, in which estimate no calculation is made of a boarding house from an expectation that a house may be occupied in the vicinity . . . in failure of which it will be necessary to build one.[3]

[1] *Ibid.*, 12-V-1814.
[2] Mon. Mtg. for Sufferings, 15-V-1815.
[3] [illegible]

1816—Capacity of School to be One Hundred Scholars

The Committee . . . report . . . that they have progressed in procuring materials . . . and are desired to proceed upon the plan of erecting One building to accommodate Males and females under one roof to the number of One Hundred Scholars . . . [31]

Dimensions of Building

Workmen are employed in digging the cellar for the foundation . . . they now recommend that the wings extend on each side in a line with the Center building to be about 42 by 44 feet, the center three stories high, exclusive of the basement, about 52 by 54 feet . . . [32]

1818—School About Ready for Occupancy

The Committee . . . inform that the work necessary for the house is nearly completed . . . and will be ready for occupants previous to the ensuing winter, if at the time suitable and Satisfactory instructors and Superintendents should be procured . . . [32]

1819—Opening and Personnel

The School has opened for the reception of Children at the commencement of the present year, under the care of Matthew and Betsey Purinton, as Superintendents, and Thomas Howland, Benjamin Rodman; Deborah Hill, Mary Mitchell and Dorcas Gardner as Instructors . . . [32]

Pupils Registered During First Days

FRIDAY: Comfort Allen, age 22, Richmond, N. H.; Elizabeth Brayton, age 15, Nantucket, Mass.; Anna Fitch, age 14, Nantucket, Mass.; Hebsabeth Mitchell, age 14, Nantucket, Mass.; Maria Augusta Fuller, age 12, Lynn, Mass.

SATURDAY: Philip A. Southwick, age 10, Danvers, Mass.; Milly Paine, age 15, Cumberland, R. I.

MONDAY: Daniel Bicknell, age 11, North Providence, R. I.; Dorcas Hadwin, age 11, Providence, R. I.; Charles Metcalf, age 15, Cumberland, R. I.[34]

---

[31] [illegible]
[32] *Ibid.*, 1-VI-1816.
[32] *Ibid.*, 13-VI-1818.
[32] Min. N. E. Yr. Mtg., 7-V-1819.
[34] Ms. Parcel XI, Misc. 809, vault, Moses Brown School, Prov., R. I.

Price of Board and Tuition, and Details to be Observed

As the Funds belonging to the Institution had been applied in building and furnishing the house, it was deemed necessary for its support, to fix the price of Board and Tuition including Books and Stationery, washing and mending, at one Hundred dollars a year; twenty-five dollars to be paid in advance at the commencement of each Quarter. No child is admitted for a less term than one quarter; or of less age than eight years, except orphans, or such as are under the care of a Monthly Meeting, or in some special cases, at the discretion of the acting Committee, and no Boys are to remain or to be received after they attain the age of fourteen years, without liberty of said Committee . . .[15]

Pupils to be Chosen With Care

The more fully to meet the views of the Yearly Meeting in the establishment of a place of guarded education, the Committee recommended to the Monthly Meetings, to appoint a few judicious Friends, to whom application should be made by Parents or Guardians of Children intended for the School; and that the Friends so appointed, should consider it their duty not only to enjoin that the Children come in a plain dress, and in the use of the plain Scripture language; but that they are of good habits . . . [16]

Enrollment Increases and Expenditures are Met

The School has gradually increased from its commencement . . . At a meeting of the Committee on the 3rd of the 2nd mo. the number of Children was 29 male, and 20 female; at the conclusion of the first quarter, the 31st of the 3rd mo., the whole number was 78 . . . At the present time there are 40 males, 59 females. The School appears to have been satisfactorily conducted, and the Family throughout to be living harmoniously . . . By the accounts of the Superintendent it appears that the Sum received during the first Quarter was equal to the expenditure . . .[17]

Intr- and Extra-Curricular Activities

The branches of learning at present taught are Reading, Writing, Arithmetic, Grammar, and Geography . . . The morning school holds until 12, then comes dinner. After dinner we jump the rope, and play battledoor, and the like until 2. Afternoon school closes at 4.30, one-half hour remains

---

[15] Min. N. E. Yr. Mtg., 7–V–1819.
[16] *Ibid.*
[17] *Ibid.*

until tea time. After tea comes the school for grammar, until 7.30. At 8 the little girls go to bed: the larger ones go at 9 . . .[18]

They had a series of chemical lectures which were very instructive and entertaining, so entertaining that it was thought best to have but one a month for fear the minds of the children would be taken too much from their plainer studies. The lectures were in the nature of a series of experiments, and the reading of some articles or lectures on the subject in hand.[19]

Inside Pictures of First Days

Afternoon, the School is over; and such a school! At night we were conducted to the large vaulted lodging room; there were not many beds, as the bedsteads are to be corded, when they are needed. Sheets unwashed, just as they came from the hands, of those who made them, at the sewing bee at Nantucket. A fire in the Fireplace, or we should have sensibly felt the cold damp air in the room . . .[20]

We rise before the sun; collect in the boys' schoolroom for ten or fifteen minutes, until the breakfast bell rings; and then go down into the boys' dining-room, in which are two tables, one for boys and one for girls . . .[21]

Quaker Committee of Men and Women to Have Control of School

And the Friends who constitute the Meeting for Sufferings are named to unite with such Committee as may be appointed by the Yearly Meeting of Women Friends to compose a School Committee for the year ensuing, and in all respects to act in behalf of this Meeting . . .[22]

1821—Monthly Meetings Send Their Children to the Yearly Meeting School

Most of the Monthly Meetings have availed themselves of the privilege given last year, of sending one child to the Institution for the space of six months, and such as have not availed themselves of it . . .are now considered at liberty to send one child each twelve months, provided they conclude to do so within six months of this date . . . and such Monthly Meetings as have availed themselves of the privilege, have the liberty of

---

[18] Reminiscences of Mary Underhill, Austin Collection, Pkg. 14, vault, Moses Brown School, Prov., R. I.

[19] Diary, Betsy Purinton, Ms. Parcel XI, Misc. 813, vault, Moses Brown School, Prov., R. I.

[20] Letter, Jan. 4, 1819, of Mary Mitchell, one of the first teachers, in Parcel XI, vault, Moses Brown School, Prov., R. I.

[21] Ms. Parcel XI, vault, Moses Brown School, Prov., R. I.

[22] Min. N. E. Yr. Mtg., 7–V–1819.

sending a child each six months of the ensuing year; or if preferred by any Monthly Meeting, They may send two children three months each . . .[23]

1822—Internal Life of the School, Stricter Discipline Sought

Providence 5 mo. 2nd 1822, Dear Friend . . . Our School consists at present of only 25 mostly of a small size, though we have a few young men . . . there is a large committee for us to please, I dread the responsibility. Great revolutions are expected to be made, and the School has traditionally got into a state which it will be very hard to change . . . From the time of its very first establishment there has never been that discipline and good order which are essentially and absolutely necessary in an Institution of this kind. Of this the Committee as well as the rest of us are not insensible. T. Wilbur who has had the charge with Isaiah, is a very fine young man and the school is probably in a better state than when he came, but he cannot feel an interest in it as he would were he going to continue here any length of time, and as he is going to study medicine when he leaves and does not expect to keep School any more, it is no object with him to establish his character as a schoolmaster.

Thou wilt necessarily conclude then that great exertions will be necessary to change the state of the school from that of a disorderly, saucy one to such an one as is agreeable. I doubt not however that by proper care and effort we shall be able to succeed . . . I think it might be an agreeable relaxation to thee to come and see Providence friends. If there is nothing that will interest thee in our School, I think the girls school would be interesting . . . I am affectionately thine, Samuel B. Toby.[24]

1824—Change of Superintendents, Donation Left to School

The Yearly Meeting Boarding School Committee report . . . Matthew and Betsy Purinton, the former Superintendents, having expressed a desire to be released, the Committee have agreed with Enoch and Lydia Breed to take charge of the School in that capacity. The same teachers are employed . . . The average number of children at School has been about ninety . . . On account of money—$100,000 left by Obidiah Brown, children may be admitted at the rate of $16 per quarter . . .[25]

1825—Material Equipment of School Increased

The number of Children at the School had so increased at the commencement of the present year, that the Committee thought it necessary . . .

[23] *Ibid.*, 11–VI–1821.
[24] Letter to Benjamin Green, Plainfield, Ct., Austin Collection, Pkg. 14.
[25] Min. N. E. Yr. Mtg., VI–1824.

the building should be enlarged by an addition of about forty feet square to each wing . . .[26]

1830—Children Not to be Admitted for a Shorter Space of Time Than Six Months

The Committee being clearly of the opinion that Children would obtain much greater benefit by being sent to the School for a term of time not less than six months, Friends and Monthly Meetings are therefore advised not to send them for a shorter space of time, when it can be conveniently avoided . . .[27]

1831—A Former Student's Recollections

The Friends of the past would not permit pictures on the walls, or even the music of a Jews-harp, and their economy purchased poor lumber, full of knots, to build a high fence between the boys and girls playground, but we boys puched the knots out with our shinnies so that we could talk to the girls and play the Jews-harp to them. In the same spirit of economy they appointed the boys and girls monitors . . . I rather liked to be a table monitor, for it took us into the kitchen where three girls on one side and three boys on the other . . . lined up . . . we were as speechless as Rip Van Winkles men, but our glances! . . .[28]

1842—Growth of the School Indicated by a Typical Annual Report

The average number of scholars during the last year, has been seventy-nine, and during the last term, one hundred. . . . George F. Reed continues to act as book-keeper and teacher of Languages . . . The Income of the past year exceeded the expenditures by about $1600 . . . Our late Friend, Moses Brown, having in his will bequeathed to this Institution $15,000, five thousand of which to be appropriated in whole or in part to the purchase of real estate adjoining the School premises, the Committee have in conformity therewith purchased two tracts of land, of about ten acres each, at a cost of about the sum above named . . .

An examination of the Scholars in the presence of the Committee . . . has taken place at the close of each term, and the evidence we have received of the fidelity of the teachers and the general diligence and orderly deportment of the Scholars has been satisfactory and encouraging to us . . .[29]

---

[26] *Ibid.*, 12–VI–1825.
[27] Min. N. E. Yr. Mtg. of Women, 6–V–1830.
[28] Letter, Abraham Barker, pupil in 1831, Parcel XXIII, G, vault, Moses Brown School, Prov., R. I.
[29] Min. N. E. Yr. Mtg. of Women, 6–V–1842.

1847—A Former Pupil and Principal of the Boarding School Describes the Institution as it was About the Middle of the Nineteenth Century

The boys schoolroom at this period (1847–1852) was in the west end of the west wing. It was forty-five to fifty feet east and west . . . Two boys occupied one desk, sitting on a form and not in chairs. A pin of wood, three inches long and less than an inch in diameter stood in the outer edge of the desk, half way between its ends and between the two boys. The room was lighted with whale oil lamps, every one of which had sockets that fitted to the pins on the desks, one for every two boys. And when every lamp was in action, and the wicks indifferently adjusted, the smoke from them contributed a richness to the odor of the room, and carbon was present to be inhaled as well as oxygen. The house was soon lighted with gas which was a great improvement.

The boys dining room was the south portion of the present one. The girls had a separate one where the bake house now is . . . No conversation was permitted at the table unless you wished something to eat or drink, and then in a whisper. Instead of chairs the children sat on stools, three of them attached to a plank, so that none of them could be thrown down without a conspiracy of three persons. Table-cloths had not yet appeared. There was neither color nor picture on the walls. The lodging rooms were large, without partitions, two persons in each bed. These rooms covered the second floor of each wing. . . .

A great iron kettle in place of bath rooms, was heated to furnish warm water Seventh and Fourth days, and held about fifty gallons . . . If you wished a drink of water, except when in the dining room, you must visit the pump in the back yard. A rusty, cast-iron ladle bound by a chain of iron to the pump, eight inches in diameter, was the only vehicle by means of which water was transported to the mouths of thirsty boys. If it was frosty it had to be used with wisdom or your mouth was frozen to it . . . The school was vacated in the summer of 1855 for repairs. Joseph and Gertrude Cartland came as principals that autumn. The school at once took a position which it had not held since the days of John Griscom . . .[30]

1836—A Champion of Education and Father of the Yearly Meeting Boarding School Resigns After a Long Life of Usefulness

To the Clerk of the New England Yearly Meeting . . . I have, through thee, to ask of the Yearly Meeting a release of the care and labor of being the Treasurer of the Yearly Meeting School Fund, which I have sus-

---

[30] Jones, *History of Friends' School*, 26 ff.

tained from its commencement on Rhode Island, under the care of the Meeting for Sufferings, and since under the School Committee, now about fifty-three years; and though my concern for the prosperity of the Institution remains, I find my age, debility and often infirmities are such as induces me to ask a release from the necessary cares and labours of that Office, and that some suitable person may be appointed in my place; which please to mention in my behalf to the Meeting; and thy compliance will oblige, Thy friend, Moses Brown.[31]

1830—Quaker Teachers Who Can Offer Broader Curricula are Sought

Such of the youth of this Society as are desirous of obtaining a more extended Education than has hitherto been introduced into Friends Boarding School at Providence, having been spread before this Meeting . . . by a Member of the School Committee, who stated the difficulty in finding a suitable teacher . . . for such branches as was thought desirable to introduce . . . the subject . . . resulted in the conclusion to refer it to the deliberate consideration of the Committee . . . and with the liberty to . . . proceed therein should way open for it . . .[32]

1832–1833—Samuel Gummere, John Griscom, Famous Quaker Teachers, Procured

Since our last Report, the department of the School for instruction in the languages and some of the higher branches of Science has been commenced under the care of Samuel J. Gummere . . .[33]

It having long been believed by the Committee, that the School might be improved, and its advantages to the Children greatly enhanced, by having some person employed to superintend its literary concerns, who, by his experience in the business of teaching, and by the acquirements, would be qualified to render advice to the Teachers, to examine the Scholars in their several studies, and to extend an immediate supervisory care over every department of the School. With this belief . . . our friend John Griscom, from New York was introduced into the Institution, and the services he has rendered in the manner above specified, and by lecturing on different subjects, have been satisfactory to us, and we believe have tended in various ways to the essential improvement of the Scholars . . .[34]

---

[31] Min. N. E. Yr. Mtg., VI–1836.
[32] *Ibid.*, VI-1830.
[33] *Ibid.*, VI-1832.
[34] *Ibid.*, VI-1833.

1834—Enriched Curriculum

Studies—The branches taught at this institution, are, Orthography, Reading, Writing, English Grammar, Composition, Geography, History, Arithmetic, Book-keeping, the various branches of the Mathematics, Natural Philosophy, and Chemistry, also the Greek, Latin, and French Languages.[35]

Lectures are regularly delivered throughout the year on Natural Philosophy and Chemistry, illustrated by appropriate experiments. During the Summer, a course of lectures on Minerology is given to the older and more advanced pupils; and during the Winter, a similar course on Geology.

School Hours and Periods

The school hours are from 9 to 12 in the forenoon, and from 2 to 5 in the afternoon . . . There is also a school during Summer from 6 to half past 7 in the morning; and in the Winter, an evening session from 6 to half past 7, excepting when the pupils are engaged in attending lectures . .

Library Facilities Improved

Reading Room—Agreeable to the conclusions of the Committee, a room, in the male department of the institution, has been conveniently and neatly fitted up, with tables, seats, book-cases . . . for the purpose of retired reading, for the benefit of the more advanced pupils. On the tables are placed a requisite and suitable number of the best scientific and literary Journals, Reviews, Magazines, and other periodicals of this country; together with a good selection of similar European publications. Several valuable books have been added to this department, some by the Institution, and some by the liberality of individuals.

To this department all the boys beyond a certain age, who have not forfeited the privilege by misbehavior, have free access during the free intervals of study; and here they have an opportunity of becoming acquainted with the current literature, Science and Biography of the age. The reading Room is much valued and resorted to, by the more intelligent and inquisitive of the young men.

An interesting collection of between two and three hundred small books, all neatly bound, and constituting a very instructive library, has been added to the female department. It is the benefaction of a Friend.[36]

---

[35] German and Hebrew were added in 1837.

[36] Catalogue of the Officers and Pupils of Friends' Boarding School, Providence, R. I., pp. 10–11, 1834.

1840—Extensive Library, Books Brought by pupils Prohibited

The time for which most of the pupils are placed in the Institution being limited . . . mostly occupied in pursuing their regular studies, much opportunity is not afforded for general reading; and as the School is furnished with a valuable Library, consisting of not less than fourteen hundred volumes of well selected books, received . . . from bequests . . . to which the children have free access, we thaought in the 11th mo. last . . to adopt the following regulations . . .

Believing that the Library of the Institution together with the books and periodicals that have already been approved by this Committee will afford the means of as great variety of reading as the time and best interests of the scholars will require, it is our judgment that it is not expedient to extend the number at the present time; but that any books or publications brought by the scholars, or sent to them, be laid aside and preserved for them until they leave the School, or if desired best by the Superintendents, forwarded to their parents or guardians . . .[37]

1835—Most Important Educational Criteria!

The subject of an increased observance in this institution of plainness of speech, behavior and apparel having, from time to time, claimed the serious attention of this Committee . . . we earnestly desire that parents and guardians would impress upon the minds of their children the necessity of maintaining plainness and speech and behavior which is strictly required in the School. It will be expected of every male admitted into the Institution that his body coat, jacket and vest, be singled-breasted, and without lappels or falling collars, and that where any of these are figured, that they be of patterns consistent with the plainness required in other parts of the dress, and that they wear hats, caps being excluded.

In the dress of females we expect a corresponding degree of plainness, and that they avoid the extravagance of the fashions of the present day. They will be required to wear silk, or plain straw bonnets, without any trimmings or ornaments. Their frocks or gowns should be of materials that are plain in colour, and conformable in the size of the sleeves, and in other respects to convenience and propriety, and not according to the vain fashions of the world. Their handkerchiefs and collars should be without edgings and trimmings, and no article intended for ornament merely, will be permitted to be worn.

In order to carry into effect these regulations, the Superintendents are to examine the trunks and packages of the children previous to admission,

---

[37] Boarding School Committee, 8–V–1840.

and if any articles are found unsuitable on account of plainness, or for any other cause, they will be laid aside, or altered, and the expense charged to the parents or guardians . . . And Education Committees of Monthly Meetings are desired to be careful not to give certificates to any children who will not conform thereto.[38]

1839—Regulations for the Government of the New England Yearly Meeting Boarding School Revised and Established by the School Committee, 8th Mo. 2nd, 1839

Section 1st . . . Of the Superintendents . . . they shall govern the family of the Institution under the direction of the Committee . . . Every request on the part of the scholars for leave of absence from the School is to be made to the Superindentents . . . They are also to aid the Teachers with their advice . . . In case of any uncommon act of insubordination on the part of any Scholar . . . they are to communicate the same personally to the membrs of the Committee . . .

Section 2nd . . . Of the Teachers . . . both sexes shall instruct the pupils . . . They shall have the government of the children in School and by rotation exercise a care over them during the intervals of school hours. They shall be present with them at their meals, and lodge as far as may be convenient in the same or contiguous rooms. They are to watchful in preserving a due separation between the pupils of the male and those of the female School, and they are enjoined to cultivate as far as practicable good habits and manners among the scholars.

Section 3rd . . . Of the duties of Scholars . . . both male and female are strictly enjoined to conform with docility and cheerfulness to the Rules laid down by the Committee, and to all other . . . regulations . . .

Section 4th . . . Of the Local Bounds . . . separate boys and girls playgouunds . . .
Section 5th . . . Of Letters, Packages, and Trunks . . .
Section 6th . . . Of the Appropriation of Time . . . meals . . . study . . . recreation . . . evening school . . .of holding meeting . . .
Section 7th . . . Of the Library . . .
Addenda 1st . . . plainness in apparel to be strictly observed . . .
2nd . . . silence previous to and at close of meals . . .
3rd . . . reading of Holy Scripture . . . [39]

---

[38] Min. Boarding School Committee, 7–VIII–1835.
[39] Parcel XXIII, Misc. O, vault, Moses Brown School, Prov., R. I.

1831—Co-operative Faculty and Student Organization Established

LYCEUM—At a meeting of the Teachers and the Senior Students of the Male Department of the Institution . . . after a free interchange of sentiment on the subject, it was concluded to establish an association for the purpose of mutual improvement in Literary and Scientific Knowledge.[40]

1833—Greek Letter Social Organization

At a meeting of the senior students of the classical department of Friends School 11th mo. 6th, 1833. Records of the Xi Lambda Nu . . . its object—to ingratiate its members with one another and with the institution, and to cherish a social intercourse which shall render them dearer and longer remembered, and which shall continue not only during their residence at the institution, but which shall cause them to look back with pleasure and delight upon the days spent with each other within the walls of the university . . .[41]

1841—Another Co-operative Teacher and Pupil Organization

Records of the Museum Organization, organized by the Teachers and some of the pupils of the Male Department of the Institution, held 3d mo. 18th, 1841 . . . It having been the view of the Teachers of the Male Department, that much interesting and valuable information, might be diffused among the scholars through the aid of the collection of specimens in the several departments of Natural History; they having united with a portion of the pupils in organizing an association, having for its object the collection and preservation of curiosities Natural and Artificial. They have reason to believe that there are in the possession of Friends, articles that might properly be classed in such a collection, and which the owners would be willing to dispose of for this purpose.

In furtherance of our ends, all donations of specimens in Natural History, as shells, minerals, prepared animals, plants . . . implements of savage nations, coins and antiquities of every description will be gratefully received . . .[42]

1847—Student Self-government for Smoother Organization

Constitution . . . I The Honorable Class shall consist of such boys as are willing to aid the Superintendent and teachers in the School and in every part of the Establishment . . .

---

[40] A reorganization of the society took place in the 4th mo. 1833, and the association is still maintained, having undergone many changes and assumed different names—Catalogues of the school.

[41] Parcel XIX, Misc. 951½ B, vault, Moses Brown School, Prov., R. I.

[42] Last date of adjournment of the Association, 1843; Parcel XIX, Misc. 751½ B, vault, Moses Brown School, Prov., R. I.

II They shall hold meetings on the third day evening of each week to promote the object of their organization.

III They shall appoint a President, who shall preside at their meetings, and a secretary who shall keep a record of their proceedings.

IV At each meeting it shall be the duty of every member to attend and report in writing to the Secretary such disorder or violations of the rules of the School as may have occurred in his presence during the past week . . .

V The Secretary shall preserve a record of these reports, and lay such of them before the Superintendent as he and the President may think necessary . . .

VI Every boy who becomes a member shall present a petition to the Class and be admitted by a vote of three-fourths of the members. He shall then prepare two copies of the following pledge, and present it to the Superintendent who if he approves the election will give his sanction in writing, return one copy and retain the other.

Pledge: I hereby pledge myself as a member of the Honorable Class, that I will at all times use my influence to promote good order in the School and among members wherever they may be. I will by no means be guilty of concealing any misconduct, show favor or partiality. I will make true and faithful report to the Secretary of such matters as come to my knowledge tending to disorder; and of all profane, vulgar, low, or indecent language. I will also endeavor to use the plain Scripture Language of *ther* and *thou* to one person while I remain a member of this school . . .

VII Any person who forfeits his Card will cease to be a member of the Honorable Class till re-elected. Silas Cornell, Supt.[43]

1852—An Important Landmark in the Development of the Boarding School

During the last summer, under the care of the Committee having charge of repairs, new warming apparatus in the school house, and other improvements including a very complete arrangement for the supply of rain water was installed . . .

At our meeting in the second month the Committee came to the conclusion that the Institution, having been in constant operation, with the short vacations, since its first opening in the year 1819, no sufficient time had been afforded to make the thorough repair and renovation of the house which the convenience, health and comfort of the family require; and it appearing that alterations in some of the rooms and several other matters of importance are necessary to be done, important advantages would be derived by vacating

[43] Parcel XXIII, Misc. O, vault, Moses Brown School, Prov., R. I.

the school for the coming summer term, for a thorough repair and renovation of the school house and appurtenances; the subject was laid before the Meeting for Sufferings for their advice in relation thereto. The Meeting advised and consented that the School should be vacated until the time of the Yearly Meeting, for the proposed purposes . . .[44]

1856—A More Definite Business Procedure Adopted in the Administration of the School

The Committee for the superintendence of the Boarding School in Providence report . . . that it is desirable and expedient . . . that the teaching in the school shall be provided for by contract at a fixed rate to be hereafter agreed upon, the same to be made satisfactory to the Committee. That it is also further desirable and expedient, that the board of the scholars, should be provided for by contract, at a fixed price, under such regulations as may be established by the Committee, including all the domestic arrangements of the family . . .

The Committee were enabled to carry out these conclusions, substantially by a contract entered into with Joseph Cartland, who, with his wife Gertrude Whittier Cartland, entered into an engagement to become the Principals and Superintendents of the School, to furnish the necessary assistant teachers, and the board of the scholars, and to conduct the school in a manner that shall be satisfactory to the Committee, both as to teachers that are employed by them, and in all other respects, and to pay all expenses that accrue from thus conducting the School.

Compensation

For the purpose of carrying out this contract, it was agreed that they should have the use of the School premises, and that as compensation for the service required by contract, they should receive the moneys paid for board and tuition of the scholars, have the use and improvement of the farm, and that they should further receive from the income of the School Fund, the sum of three thousand dollars per annum, to be paid them semi-annually . . .

Board and Tuition

We would propose that the charge per term of twenty-two weeks, for board and tuition be $40 for members of our Yearly Meeting; $60 for members of other Yearly Meetings, or when one or both parents are members of our Religious Society, or are sent at the charge of members of our Religious Society; and $100 for any others who may be admitted. That $5 per term

---

[44] Min. N. E. Yr. Mtg., VI–1852.

additional charge continue to be made, for instruction either in the ancient languages, in French, or in Drawing . . .

Limited Number Admitted

As the number to be admitted is limited to eighty of each sex, it will be necessary that the Committee should be seasonably informed of all in this Yearly Meeting that desire to occupy places in the school, in order that they may determine how many others, if any, may be received . . . At this Meeting applications for the admission of members of our Yearly Meeting will have precedence of all others. After this time, application for the admission of scholars will be considered in the order in which they are made . . .

Friends and Relatives of Pupils Have Heretofore Been Entertained at the School Free of Charge

Friends of pupils, and others, visiting the school, will in future be expected to defray the expense arising to the Institution . . .[46]

Detailed Regulations to be Observed

Pupils furnish their own soap and towels, and all articles of apparel must be marked conspicuously with name of owner in full. Special attention will be given to the cloathing of young pupils, and of such others as need assistance in this respect.

Daily exercise in the open air during suitable weather is required. The extensive grounds belonging to the Institution, with the agreeable walks in the neighborhood, afford superior advantages for recreation, and during the Summer for Botanical Researches.

It is particularly desired that no articles of food, except fruit, be sent to the School for the pupils.

The use of tobacco in any form, is entirely prohibited.

Courses of Instruction

1. The Literary and Scientific Course. This is designed to furnish the benefits of a thorough and systematic education, fitting boys and girls for the higher walks of business and social life. Before entering upon this course, pupils will be examined in Reading, Spelling, Writing, Modern Geography, Brown's English Grammar, and Easton's Higher Arithmetic as far as Square Root. Preparation in the above branches may be made in the Preparatory Department, where instruction is faithfully given in all Elementary Branches

---

[46] Min. N. E. Yr. Mtg., VI–1856.

of an English Education. Those completing this course to the satisfaction of the Committee and Faculty, and who shall have sustained an unexceptional moral character, will receive the diploma of the institution.

2. The Classical Course. The aim of the department is to prepare young men, by a thorough course of instruction, to enter with credit our higher American Colleges and Universities. Especial attention is given to this Department, and no pain is spared to make its instruction and appointments complete. Classes in various degrees of advancement are pursuing this course, so that one entering the school may take up his college preparatory studies at any stage . . .

3. The Select Course. Those not desiring to pursue either of the above courses of study may, at the discretion of the Principals, be connected with any of the classes of the school, that their convenience and aims may dictate.

4. Classes in French and German are formed yearly, and these branches may, by permission, be substituted for other literary studies upon the regular course.

5. Practical Art. Instruction is given by a competent teacher in Mechanical, Pencil and Crayon drawing, and Painting in Oils and Water Colors. The aim is to educate the mind to the essential principles of art, and to train the eye and hand to its successful practice.

6. Business Training. A Commercial Department open to both sexes furnish the theoretical and practical instruction essential to a thorough business education.

7. Science. During the proper seasons, classes in Botany, Surveying and Geology are formed for field work.

8. Speech. Essays, Declamations and Original Orations are required throughout the course.

9. Learned Lectures. Three of the most able lecturers of Brown University are permanently engaged to lecture weekly upon subjects connected with their profession. Other lectures are given on various topics by eminent men. These are all delivered before the whole school without extra charge.

10. Religious Education. On the Sabbath the school is divided into classes for the study of the Bible.

11. Character Education. Impressed with the conviction that education is derived not merely from the acquisition of knowledge, but to a still greater extent, from that potent and shaping influence which comes from the contact of youth with the maturer mind, especial attention is given to the care and guidance of pupils. The endeavor is, by constant intercourse and watchful care, by precept and example, to mold and form as well as instruct, to prepare the pupils to become, not only accurate scholars, but noble men and women . . . For the attainment of this same end, that is, the refining and mould-

ing influence upon character, the boys and girls recite together, and sit at the same table in the dining hall, over each of which a teacher presides; occasionally also, the officers and pupils meet for social intercourse in the Public Hall.

12. Hygiene and Physical Education. It has been a maxim in the management of the school, that health should be made a matter of the first importance, and that physical development should go hand in hand with intellectual culture. Much attention is, therefore, devoted to sanitary regulations, as regards the hours of rising and retiring, frequent baths, proper cloathing, and other rules of personal regimen. Students are encouraged during the proper seasons, to spend the greater part of the time, when released from study, in out-door sports, and at other times they are required to take, under the direction of an instructor, daily exercise in the gymnasium. An infirmary with suitable arrangements for the sick, is connected with each wing of the school, and an experienced nurse is in constant attendance, and one of the first physicians of the city is summoned, when it is deemed necessary . . .

Studies and Texts

First Year—First Term. Latin, Harkness' First Lessons; Arithmetic, Greenleaf's National Arithmetic to Square Root; Elements of Modern History; English.

Second Term. Harkness' Second Lessons, Arnold's Latin Prose, and Andrew's Latin Grammar commenced; Modern History continued; Geometry, Green's Analysis.

Second Year—First Term. Latin Grammar continued, Arnold's Latin Prose continued, Caesar; Algebra commenced; Ancient Geography; Book Keeping.

Second Term. Virgil; Algebra completed; Chemistry.

Third Year—First Term. Four of Cicero's Orations, Cicero's Tusculan Questions; Trigonometry, plain and spherical; Natural Philosophy commenced; Rhetoric.

Second Term. Livy; Mensuration and Surveying; Natural Philosophy completed; Government of United States; Logic.

Fourth Year—First Term. Geology and Physical Geography; Intellectual Philosophy; Arnold's Lectures on Modern History; English Literature.

Second Term. Moral Philosophy; Guizot's History of Civilization; Political Economy; Evidences of Christianity.

Attention will be given through the whole Course to Elocution, English Composition, and the Scriptures.

Greek, French, German, Botany, Physiology, and Drawing will be elective studies in the second and third years; and Latin in the fourth year. Should

students desire to pursue a more extended course in the Classics and Mathematics, for which provision is made, a longer time than four years will be necessary.

Frequent conversation in French, with a native teacher, will be required of all members of the French Class.

The School is provided with an extensive and valuable Philosophical and Chemical apparatus, and a rich Cabinet of Minerals . . .[46]

1867—Buildings Added and Repairs Made for the Greater Convenience of Pupils of a Growing Institution

For some time past the Committee in charge of the Boarding School . . . have felt that the present accomodations for pupils are not adequate to promote their health and comfort . . . The girls trunks are kept in a cold unfinished attic of limited dimensions in the third story . . . For the girls to complete their toilet it is necessary to pass and repass from the first to the third story over two long cold flights of stairs . . . which is very exposing to the health of the girls, particularly in cold weather . . . All the girls are obliged to lodge in two large rooms, and have no place during their sojourn at the School where they can retire alone for devotion and for other purposes.

The School is also in need of better accomodation for the sick . . . Pupils afflicted with contagious diseases or seriously ill from any other causes, should be placed in quiet, well ventillated rooms, where they can receive careful attention . . . At present there are only two rooms available for such purposes, and these are on the north side of the house, exposed to all the noise of the bell, and the boys' play-ground.

Again, the room now devoted to Library purposes is quite too limited in size to hold the constantly increasing number of books belonging to the School. Some 200 volumes are now packed away, unavailable owing to the want of room.

Furthermore, many times during the year it is desirable to invite the friends of the School to attend lectures, witness the examination of the pupils at the close of the term, or be present at the exercises connected with the graduating class. The best room for such purposes is the girls School room, which cannot properly accomodate more than 100 persons, and yet about 300 are annually packed into it on the evening preceding the close of the term . . . So limited is the room on such occasions, that even the parents of pupils, who live in the vicinity of the School, are necessarily refused admission.

---

[46] Catalogue of the Officers and Pupils of Friends School, Prov., R. I., p. 11 ff., 1856.

To meet these defects it is proposed to erect . . . a three-story building . . . connected with the other buildings . . . In this plan . . . the building is 126 ft. long and 40 ft. wide . . . The first floor contains a library and reading room . . . a hall . . . apparatus room . . . these can all be thrown into one room by sliding doors, and about 600 persons can be comfortably seated therein.

The second and third stories are devoted entirely to girls dormitories. There are 29 rooms varying in size from 9 by 15 feet to 15 by 15 ft. Each room is supplied with a large closet, and separate means of ventillation . . . proper washing apparatus, and water closets supplied by tanks under the roof.

The three stories are heated by hot air, from furnaces located in the basement . . . There is also a large cistern in the basement to be used in case of fire . . .

Through the efforts of the Alumni Association, upwards of $10,000 have been very generously contributed by the Friends of the School for the erection of this building. There will also be about $10,000 on hand next Spring, at the disposal of the School Committee, and it is estimated that the cost of the building . . . and also making the required changes in the present building will not exceed $40,000 . . . It will therefore be necessary to create a debt of from $15,000 to $20,000 . . . The Committee did not feel authorized to erect the building and incur So large a debt, without obtaining the sanction of the Meeting for Sufferings, and we therefore ask your serious attention to it . . . authorized to proceed . . .[47]

1872—

A building 76 ft. long and 44 ft. wide, for the better accomodation of the boys, is now in course of construction . . . A school room, twice the size of the present one, occupies the first story. The two upper stories contain twenty-eight additional lodging rooms, and the basement will be fitted up with hat and coat closets . . . Wash rooms are furnished with marble basins and supplied with hot and cold water, and placed in each story of the boys' wing, and the first and second stories will contain new bath rooms . . . for the health and comfort of the pupils . . .

1874—Description of Location and Buildings of School

Location

The School is situated upon one of the highest eminences at the head of Narragansett Bay, overlooking the varied landscape of the river valley upon

[47] Min. Boarding School Committee, 5–II–1867.

the left, and the placid waters of the Bay in front. It is unnecessary to speak of the advantage of the position, when the salubrity of the shores of this well known water is already so widely acknowledged. Being situated in the finest suburb, the School, while possessing all the advantages of the city, with which it is connected by street cars, at the same time enjoys the quiet retreat and seclusion of the country.

The extensive grounds, fifty acres, belonging to the Institution, and the agreeable walks in the neighborhood afford superior advantages for recreation. In front, a fine grove laid out in walks, is set apart for the girls. Ample grounds in the rear afford to the boys an opportunity for ball playing and other sports, while a grove attached affords pleasant rambles, and a marsh near by is flooded in the winter for skating.

Buildings

The main edifice is two hundred and twenty feet in length, and contains a dining hall and girls' school room, public reception room, parlor and nurseries, recreation rooms and dormitories. From the rear of the boys' wing extends a three-story building fifty feet by forty, containing dormitories. Recently also, two important additions have been made at a cost of about ninety-four thousand dollars, which greatly contribute to the health and comfort of the pupils.

Alumni Hall, on the right, a three-story building, one hundred twenty-six feet in length, and varying in width from forty to sixty feet, has been completed, and contains, in the first story, a Hall, Scientific Apparatus Room, Mineralogical and Geological Cabinets, Library and Reading Room, while the second and third floors are devoted to dormitories for the girls.

An extension to the boys' wing on the left, seventy-six by forty-four feet, was completed in 1872. An airy, well lighted school room, sixteen feet high, occupies the entire first floor of this building. The two upper stories contain twenty-eight additional dormitories . . .

The buildings are all lighted by gas, heated by hot air and steam, thoroughly ventillated, and supplied with an abundance of pure water. Connected with each wing also is a good gymnasium. All the dormitories are commodious, and are mostly intended to be occupied by two pupils.[48]

1880—The Study of Music Introduced in the Yearly Meeting Boarding School, and John Greenleaf Whittier's Advice Concerning the Matter

The principal found on entering . . . that singing had been intro-

---

[48] Catalogue of Officers and Pupils of Friends School, Prov., R. I., p. 19 ff., 1874.

duced, while instrumental music was not taught on the premises, but students went into the city for it. This raised the question; if it was fit to be taught at all, then it was fit to be taught here . . . It ought either to be exterminated as a thing of evil, or cherished as an art to be taught like every other art, in school, with directions as to its legitimate use. The principal put the direct issue to John Greenleaf Whittier, because he was himself an artist, loyal to the Society, its history, and its future . . . Whittier's reply—Danvers, 12 Mo. 16, 1880 . . .

The fact that the School greatly depends upon students, not of our faith, makes the case more complicated. I need not tell thee, that I have no scruples against music as an art, or natural gift. It is innocent enough in itself, but it may be abused or misdirected, as in corrupting, sensuous compositions and songs or in military matters. I see nothing in it more inconsistent with Quakerism, than poetry, rhetoric, or painting. We both think the old Quaker testimony against it, as a form of worship, is right. In the present state of our society, the manifest drifting from the great central principles, and resort to the devices and expedients of other sects, I am led to fear, that the teaching of music in the School might be found in many instances the preparation of our young folk to practice it in our meetings . . . It seems clear to me, that Friends of our Yearly Meeting are hardly prepared to have a teacher in the School entirely devoted to music.

If members of our sect, or Friends' children with parental sanction, wish musical instruction, could not *an outside barbarian*, a city music teacher come and attend to it? . . . How would this view of it strike thee? The New England Yearly Meeting School and its Principal do not undertake to teach music as a part of the regular sanctioned course. But pupils not of our faith, and others by their parents' wish and sanction, desire or demand musical instruction; and the Principal rather than leaving them go into the city for it, where he could not extend his oversight, permits them to have a competent teacher, of whose moral character he is assured, to visit them, at the Institution, as a matter entirely apart from it, paid for by the pupils themselves, and in no way compromising the Yearly Meeting . . . Thine Truly, John G. Whittier.

8th Mo., 4th 1881:

Clark Shove of Fall River gave a grand piano, and the Committee consented to the introduction of pianos and the teaching of instrumental music, according to the spirit of the above letter.—*The Providence Journal* the next morning had an editorial on pianos at Friends' School, beginning, *Shades of Moses Brown!* . . .[49]

---

[49] Jones, *History of Friends School*, p. 29 ff.

1884—Estimable Additions

A contribution during last autumn of six hundred and fifty dollars, from a source unknown to the Committee, for the purpose of introducting electric light into the Girls' School-room, and to some small extent to other parts of the house, has greatly improved that room in regard to temperature and the purity of the air, as by this method of lighting the oxygen of the atmosphere is not consumed, nor is the heat at all increased thereby; while the light is perfectly steady and entirely satisfactory. . . .

At the opening of the school in Ninth Month last a department was inaugurated for instruction in the practical use of tools in the working of wood, including ornamental carving, and of metals, which we think has been highly appreciated, not only by the students, but by the parents also, and promises to be a permanent and useful addition to the appliances of the school . . .[50]

1904—Change of Administration after a Long Successful Period

At the end of this school year Augustine Jones retires as principal. He has filled the position with credit for 25 years. During that period 465 young men and women have completed the course, and received diplomas. Through his efforts a large part of the school property has been released from taxation, the permanent funds have been materially increased, and three substantial buildings have been erected . . . making this period one of the most illustrous in the history of the school . . . Seth K. Gifford, Ph.D., Professor at Haverford College, has been selected as principal. He was formerly a student, and for a number of years a teacher in this school . . .[51]

An Amalgamation of Two Competing Schools

In order to secure a greater local patronage for our school, we have thought it wise to add to our Executive Board three representative men from the neighboring community. These representatives are appointed at present by the University School Corporation, which consists of a body of influential citizens who are most interested in providing in a private school, proper facilities for the education of the boys and girls in the surrounding towns.[52]

Conditions of Amalgamation

The memorandum of agreement is as follows: To establish co-operation between Friends' School and the University School which institutions have many aims in common, it is agreed—

---

[50] Report, Boarding School Committee, VI–1884.
[51] Min. N. E. Yr. Mtg., VI–1904; L. Ralston Thomas is the present principal.
[52] Report, Boarding School Committee, VI–1904.

1st—That the school conducted by the University School Corporation be discontinued for the present.

2nd—That the University School Corporation appoint annually three of their number to sit with the committee of six who are in charge of the Friends' School, to constitute with them a committee of nine. This Executive Committee shall have immediate care of the School.

3rd—That we recommend to the Yearly Meeting the proposed change of name from Friends' School to the Moses Brown School.

4th—That hereafter the school will make the special provision for the needs of boys residing in Providence and vicinity.

5th—That the boys shall be separated from the girls as far as is practicable.

6th—The chief emphasis shall be laid on courses of study preparatory to colleges and advanced technical schools.

7th—That neither institution shall be liable for the debts or other obligations incurred, or to be incurred, by the other institution.

8th—That the Corporation of the University shall continue its endeavor to secure a fund of $50,000, the income of which shall, at the discretion of said corporation, be paid to the Friends' School, so long as this union of effort shall continue.

9th—That the Corporation of the University School shall offer its good will moral support, and earnest co-operation to the Friends' School, either party reserving the right to withdraw and resume its original independence, if at any time it may appear that the objects of the union cannot be accomplished . . .[53]

1907—Amalgamation Experiences Short Life of Three Years

We the representative of the University School on the Executive Committee of the Moses Brown School, are unanimously of the opinion that there can be no further advantage either to ourselves or to the University School in continuance of the agreement now in force between the two schools. We therefore respectively advise you to terminate the agreement, and to advise the Corporation of the University School that you have taken such action . . . but we beg to assure you . . . of our good will and of our kindly interest in your success . . .[54]

1904—Agitation Started for a Separate Girls' School

That the boys shall be separated from the girls as far as is practicable.[55]

---

[53] Min. N. E. Yr. Mtg., VI–1904.
[54] *Ibid.*, VI–1907.
[55] *Ibid.*, VI–1904.

1916—

The Committee appointed . . . to recommend a policy for the future of the School in reference to the education of boys and girls made the following report. We Investigated by correspondence the attitude of New England patrons toward co-education. The Committee met with Isaac Sharpless, President of Haverford College; Thomas K. Brown, Principal of the Westtown School; George A. Walton, Principal of the George School; L. H. Wood of New York; and W. J. Chase of Boston who were all invited to join us for expert advice. We were convinced by evidence before us that we could not hope to maintain a high grade, first-class, and financially successful school on the basis of co-education. The Yearly Meeting itself furnished only a small proportion of the student body of the school. It is therefore necessary to consider the settled trend of all New England parents toward co-educational schools. The trend appears to be very strongly against such schools.

The following seems to us to be a feasible plan of procedure, which may be altered in some detail with the progress of events:

1. We should look toward building *a central school building for girls*, for both day students and boarders, on our School property. This School should have an independent name, but should be under the care and management of the same Committee as the Moses Brown School.

2. We believe that this building can be erected and equipped for $100,000. We suggest, unless some Friends, or others can be found who will donate the money for this construction, the principle of the Olney Fund, $45,000, and the sum of $35,000 from the real estate fund, and $20,000 from future sale of real estate be appropriated for this purpose . . .[56]

1925—Definite Action to Establish Separate Girls' School

In an earlier portion of this report a brief resumé of the growth of the school in the past twenty years has been given. During these years, however, the number of girls has grown less. This situation has caused a deep concern, and much anxiety to the Committee. Indeed, for the last ten years it has been the most serious problem before the Committee. Hardly a meeting has been held in all these years that some phase of the question has not been under discussion. Early in 1916 a special effort was made to settle our future policy in regard to the education of both boys and girls. . . . Funds for that purpose were not at hand, the World War came on and the project was dropped but the problem continued and the necessity for a solution grew in urgency each year. This Committee has made an exhaustive and extensive

---

[56] *Ibid.*, 9–V–1916.

study of the whole question this past year and while it again endorses that portion of the report of the 1916 special Committee recommending separate buildings for the boys and girls, it does not approve of the action of a girls' school building on the present Moses Brown School property as experts have stated that all the land now owned by the School is needed for the development of the boys' school alone.

In studying possible locations for the girls' school, there arose very strong opposition to the removal of the girls' department from the vicinity of the Moses Brown School. Fortunately at this time the Committee learned that there might be a possibility of acquiring the Lincoln School, a modern girls' school recently built and located only a short distance to the east of the Moses Brown School on the original farm of Moses Brown and in fact, very close to the site where his farm-house once stood. The buildings one for the upper and one for the lower schools, are new, and in excellent condition and the grounds, together with adjacent vacant property, are ample for recreation and future growth of the school.

At a special meeting of the Moses Brown School Committee held Third month 4th, the whole situation was carefully studied and the decision was unanimous that it was desirable to purchase the Lincoln School. . . .

The Committee unanimously recommends that the New England Yearly Meeting of Friends grant to the Moses Brown School Committee: 1st, power to negotiate for and consummate the purchase of the Lincoln School, and 2nd authority to use the Real Estate Fund and such other funds held by the Yearly Meeting or by Moses Brown School for the uses . . . as are needed for and as may legally be applied in the purchase of the Lincoln School and other property, if any desirable land in the immediate vicinity is available.

Daniel C. Maxfield, Clerk.[57]

1926—Girls' School Established

A few of our Alumni are saddened at the thought that the school which for more than a century has gathered beneath its roof the boys and girls from "Prairie and Town" will soon cease to be a co-educational institution and become known as Moses Brown School for Boys. We are prone to forget that change is indelibly stamped on all things.

Last year we asked and obtained permission of the Yearly Meeting to purchase the Lincoln School for our girls that they may have as good an opportunity for an education as the boys are receiving. Near the close of the year, 1925, all arrangement were completed and the title to the Lincoln

[57] The Moses Brown School Committee, 1925.

School passed into the possession of the Yearly Meeting of Friends of New England. . . .

Location, Buildings and Grounds

The Lincoln School is located about two-thirds of a mile east of Moses Brown School on the original Moses Brown farm and very near where his farm-house was located. Its beautiful grounds of four and half acres with wide lawns and well arranged play-g ounds offer splendid opportunities for the outdoor life of the students. It was incorporated in 1912 and holds a charter from the State of Rhode Island. There are two fine appearing buildings, one for the Upper School and one for the Lower School. Both buildings are modern and fire-proof.

Purpose

The object of its founders was to establish a School with country advantages within city limits, and to erect buildings that should meet fully the requirements of a well-equipped school and an attractive home. We hope to be able in the near future to build a dormitory and a gymnasium that will be of the same standard as the present buildings.

"The Principal informs us that this year they have devoted all their energies to developing the School along the lines of a country day school. The idea has proved so popular that they are having a very successful year in every way. The *enrollment* this year has been two hundred and eight; ninety-two in the Upper School, thirty-three in the Junior High School, and eighty-three in the Elementary Department. The number in each class is carefully limited. They have waiting lists in some classes. Twenty-three girls will graduate this coming June. Of the fifteen girls that graduated last year nine have entered college or some higher institution of learning. . . .

Francis E. Wheeler has been elected Principal of the Lincoln School. She has proved herself to be a successful teacher, and several years experience in charge of the girls of the Moses B rown School has fitted her for especially good work in the new position. . . .

Daniel C. Maxfield, Clerk.[58]

---

[58] Report, Moses Brown School Committee, 1926.

IX

Quaker Schools in Other Towns of Rhode Island

A—Providence

Providence was one of the first towns in New England to be visited and settled by Quakers. Quaker meetings in the homes of prominent colonists were held here prior to 1660. In 1671, George Fox, the father of the Quaker organization, visited his followers in Providence. Mention of a Quaker meeting house in Providence is made in minutes of meetings early in the eighteenth century.[1] And educational activities are apparent about the same time when "both sorts of G. Fox's Primers" were procured and distributed.[2] From several other purchases of Fox's Primers made during the eighteenth century, it seems evident that local Quaker schools were maintained in Providence throughout the eighteenth century, although records of these schools other than the purchases of textbooks were not made in the Quaker minutes of meetings.

Job Scott—Efficient Schoolmaster

Job Scott, an honored Quaker, taught school in the Quaker meeting house in Providence in 1774.[3] He also taught in the home of Moses Brown in Providence the same year, and conducted a school throughout the last quarter of the eighteenth century in Providence and vicinity. Evidence of this private enterprise in education is extant:

Moses Brown to Job Scott.....Dr.
ye 19th of ye 3rd Mo. *1774*—To Schooling thy Daughter Sarah and
others at thy House one month and 14 days..... L 2..1..7
Job Scott.

James Angell to Job Scott.....Dr.
1775
ye 5th Mo. 9th—To Schooling thy Daughter Mary one Quarter
@ 7/6

---

[1] Min. R. I. Qr. Mtg., 2–X–1701.
[2] *Ibid.*, 13–V–1711.
[3] Austin Collection, Pkg. 20, Ms. 4.

ye 8th Mo. 21st To Schooling her another Quarter
@ 7/6
ye 12th Mo. 5th To Schooling her another Quarter
@ 7/6 ..... L 1..2..6
Errors Excepted
Job Scott.

Simeon Olney to Job Scott.....Dr.

1781

12th Mo. 8th To Schooling thy son Benjm. and Richd one quarter each ..... L ..10..00

Richad came till ye 22nd which is two weeks more than I ever charged for

1782

7th Mo. 6th from-3rd-Mo.-22nd absent two week ..... 00.15..00

10th Mo. 1st from 7th Mo. 6th which had I not been absent several days, had been a part of a week short of quarter, but as my account now stands, I am more than a week within bounds, if not two weeks on the whole unless I am greatly mistaken 13

And a shilling and better for firewood which I paid myself..... 1 1..00

Errors Excepted. Job Scott.

2..19..00

Many bills similar to the ones quoted above, issued by Job Scott, are extant to 1784. Other Quaker schoolmasters in Providence during this period left recorded evidence of their private schools:

1783

Eseck Brown to John Lawton.....Dr.

To a Qrs, Schooling hisSon Samll. Daughter Hannah he 20th of the 8th Mo. to the 8th of the 12th Mo..... L 1. 4. 00

To Winter Firing..... 7. 3. 00

1785	MM		
To 3½ Qrs, Tuition of his Son John from the 19th of the 4th Mo. 1784 to the 28th of the 4th Mo. 1785	2.	10.	00
To the same for his Son Samll. from the 23rd of 6th Mo. to the same time	1.	13.	00
To the Same for his Son Benjamin from 12th Mo. 27th to 4th Mo. 16th	00.	15.	00
For his Daughter Abigail from the 8th of the 7th Mo. to the 12th of the 4th Mo	1.	05.	00
For Hannah from the 7th Mo. 26 to the 15th of the 11th Mo...	00.	12.	00
	15.	2.	00[4]

Bills issued by John Lawton for the instruction of Quaker children are extant to 1808. In addition to the Quaker schools of the latter part of the eighteenth century maintained as private enterprises, minutes of meetings indicate that the Quaker meeting also directed and controlled other local schools where Quaker children obtained the rudiments of instruction:

> The Matter Refered to this Meeting Respect'g the appointment of a School Committee . . . Caleb Green, Jeremiah Wilkinson, Thomas Lapham, Elisha Steere, Joseph Farnum, Thomas Arnold, Samuel Hills, Benjamin Arnold, John Holden, Amasa Gray and Joseph Basset are appointed . . . for this Monthly Meeting To have the oversight of Schools . . . and to encourage and promote the Setting up of Schools . . . and that they also apply the Donation of the Rachel Thayer Fund for Education . . .[5]

> The Rules issued by the Quarterly Meeting for the regulations of Schools being brought by the Clerk as directed . . . it is so far adopted that the School Master or Masters that may be employed in the School Room be under the advisement, and the room under the direction of the School Committee to whom we recommend a renewed attention and care to regulate the School, in the best manner they can . . .[6]

---

[4] *Ibid.*, 13.
[5] Min. Prov. Mo. Mtg., 26–III–1784.
[6] *Ibid.*, 30–III–1791.

1801—A Boarding School in Providence Suggested

Providence Monthly Meeting has had one School kept by a Member of Society, and the Monthly Meeting's Committee have been authorized *to set up a Boarding School*, but the want of a suitable Master, with some other Circumstances has hitherto delayed it.[7]

Minutes of Meetings do not reveal the realization of the above-mentioned boarding school in Providence. But the Quaker schools conducted by private schoolmasters, the Yearly Meeting School at Portsmouth, 1784-1788, and after 1819 at Providence itself supplied Quaker children with the necessary schooling. And the Quaker private schools in Providence continued to flourish, even somewhat after the middle of the nineteenth century, although the Yearly Meeting School had been placed on a solid foundation soon after its re-opening in Providence in 1819:

1867—Union Hall School Passes into Non-Quaker Hands

Union Hall School

I enclose some notes in regard to my father's Union Hall School which will perhaps cover most of the points which you mention. I have not specified what text books were used in the school because I could not fully answer that point. Those commonly used at that time must have been chosen, but my father would always be on the alert for new books and progressive ideas.

Many sons of leading citizens attended the school, and many proofs of their affection for their old teacher were constantly forthcoming, both while they were in the school and in after years . . . Mary L. Austin
85 Congdon St., Providence, R. I., October 21, 1926.

Established

Providence, R. I., conducted by Samuel Austin, from 9th Mo. 10th, 1849, to the fall of 1867.

Pupils enrolled, at first about 20. Number gradually increasing to about 40. Boys only during first few years. Girls Dept. organized and given a special room 4 Mo., 19th, 1852. About 16 girls for first year. Number gradually increasing.

Teachers in Charge of Girls, Mary A. Lincoln for 5 years, Susan A. Davis, nearly 17 years, Katherine H. Austin, 3 years, Mary L. Austin, 3 years.

---

[7] Min. R. I. Qr. Mtg., 9–IV–1801.

Subiects, in both Boys' and Girls' schools, teachers in Drawing and French came from outside at certain hours to give instruction in these branches. Miss Mary Potter was for many years a valued and accomplished Drawing teacher. Professor Alphonse Renaud, succeeded by other French teachers, gave good instruction. A high standard of instruction in English, Latin, French and scientific branches, Greek when desired, was steadily maintained during the existence of the school.

In 1862 a Gymnasium with simple apparatus was developed in the basement of the building.

1867—Union Hall School Passes into Non-Quaker Hands

In the autumn of 1867, Samuel Austin gave up the charge of the school into other hands . . . His successor in the school was not a member of the Society of Friends.[8]

B—South Kingston

South Kingston Quakers had a monthly meeting prior to 1699.[9] Early meetings were held at the house of Thomas Rodman, Junior.[10] Minutes of meetings reveal educational activities in this community prior to the middle of the eighteenth century:

The Friend appointed by our Yearly Meeting to get those Books called G. Fox Primers Printed, having informed that the Books are now come, and that the money to pay for them is wanted, Each Monthly Meeting is desired to send money for their respective subscription . . . they cost 2 shilling 8 pence each Book.[11]

Later in the eighteenth century when the superior meeting sent out recommendations to subordinate meetings to set up more schools, South Kingston appointed a committee composed of:

Simeon Perry, John Knowles, Thomas Hazard, Jos. Collins, Thos. Wilbur, and Benj. Hoxie . . . to have the care and oversight of Erecting a Schole or Scholes, and to advise and assist in procuring Suitable Instruction

---

[8] Letter from Mary L. Austin, 21–X–1926.
[9] Jones, *Quakers in American Colonies*, p. 142.
[10] Min. R. I. Qr. Mtg., 8–VIII–1708.
[11] *Ibid.*, 7-V-1743.

for sd. School, and to advise the members of this Meeting from Time to Time . . . Respecting sd. School . . . and are hereby fully authorized to receive in behalf of this meeting Donations and subscriptions . . . toward the support of such Schoole . . . and give account to this meeting as called on . . .[12]

If the committee on education submitted reports, none seems to have been entered in the minutes of meetings for some years.

1796—School Committee Report Findings

We the Committee Appointed to Collect an account of the Schools kept the Last year among Friends . . . find that there hath been no Schools kept within the Verge of this Monthly Meeting Under the immediate Care and direction of the Monthly Meeting. There has been nine Schools kept the Last winter in Friends Families by Members of our Society within the verge of this Meeting, and there has been two Schools kept by those not of our Society for about three Months Where Some Friends Children have been Schooled, The Friends in our Meeting living so Scattered and Remote from Each other Makes it Difficult to have Schools under the Care and Direction of the Monthly Meeting Generally having their Schools in their own families . . .[13]

We . . . propose that it be Recommended to all Such as have the Care and oversight of Children that they be Very Careful not to Send their Children to School unless the tutor be a Member among friends and of an orderly Life and Conversation, and Where any Live Remote from Where Such Schools are kept not to Spare Something to board them out According to ability, as it would likely be of more Service to their Children then to keep it for them Without Such an Education. Remembering Solomon's advice—Train up a Child in the Way he Should go and When he is old he Will not Depart. And it is Recommended that those Schools be as much Selected as may be . . .[14]

Schools Must Observe Rules Laid Down in Anthony Benezet's Spelling Book

The Report as submitted is accepted With this alteration—to appoint a Committee to have the oversight and selecting of Schools as they think best, and that the Schools observe the Rules Laid Down in Anthony Benezet's

---

[12] Min. So. Kingston Mo. Mtg., 31–V–1779.
[13] *Ibid.*, 28–III–1796.
[14] *Ibid.*, 28–XI–1796.

Spelling Book, and that sd Committee Visit Such Schools When they think Necessary . . .[15]

1801—Schools Maintained

The Committee appointed to consider the subject of a Monthly Meeting's School, report, they find that four Schools have been kept by Members of our Society, the Winter past in this Monthly Meeting, in three of which the Children of Friends and others were instructed, and one of which wholly of Children under the Direction of Friends.[16]

C—Greenwich

Quaker minutes of Meetings at Greenwich begin 1–V–1699. Educational Activities appear in the minutes soon after:

Textbooks

According to the Advise of ye yearly meating . . . this meating hath concluded that ye several monthly meatings belonging to this meating . . . collect as follows—for ye purchis of a quantity of both sorts of George foxes primers for ffriends children . . . and For Grinage monthly meating . . . L 2..00..00 . . . and to brought on to ye neaxt Qr. meating . . .[17]

In 1743 Greenwich bought 36 more copies of George Fox's primers.[18] In 1769 more of these textbooks were ordered for Greenwich.[19] It would thus seem that small Quaker schools were maintained in this Community during the first three-quarters of the eighteenth century, although further mention of these schools other than the texts used are not made in the minutes of meetings. During and after the latter part of the eighteenth century the committees on education of this community submitted reports which were somewhat more in detail:

---

[15] *Ibid.*
[16] *Ibid.*, 30–III–1801.
[17] Min. R. I. Qr. Mtg., 13–V–1711.
[18] *Ibid.*, 7–II–1743.
[19] *Ibid.*, 13–IV–1769.

1796—Education Committee Report on Schools Maintained in Community

The Committee appointed to Examine into the State of Schools . . . within the Verge of this Meeting, and find that between the Time appointed by the Quarterly and Yearly Meetings there were two Schools kept, by Members of Society, one Man and one Woman School, the first for a few Months, the other for most of the Year; But Friends Children have mostly had their Tuition by different Masters and in divers places who were not Members of our Society; Some of these Schools kept nearly all the Time, and others were of Short duration. We have also taken into consideration the Instituting a School under the immediate Care and direction of this Monthly Meeting . . . In View of the remote Situation of Friends belonging thereto as the Principal Cause that prevents such a School, which if established, Friends in general would not reap advantage in the Schooling of their Children without Boarding them from Home . . .[20]

1800—The Hope to Establish Boarding School Not Realized

We of the Committee appointed in the Case of Schools . . . are of the Opinion that the number of Children, not more than 10 to 20, suitable for a Boarding School, and those scattered far from each other, in the different parts of this Monthly Meeting, together with the heavy expence of the Meeting for the support of the Poor . . . renders it impracticable and imprudent for the Meeting to attempt a Boarding School, at the Meetings expense. We may further inform that there is one School, kept in a Friends Family, where some are, and more may be Boarded and Schooled. One School is kept by a Man Friend, where divers Friends Children are Schooled; and a prospect of one other School being soon set up, to be kept by a Man Friend for a short time.[21]

1801—Small Schools Maintained

Greenwich Monthly Meeting have had three Small Schools taught by Friends . . .[22]

The beginning of the nineteenth century found the Greenwich Quakers very much interested in the attempts to re-establish the Yearly Meeting School. Minutes of Meetings are replete with excerpts of the reports of the Yearly Meeting School Com-

---

[20] Min. Greenwich Mo. Mtg., 4–IV–1796.
[21] *Ibid.*, 8–XII–1800.
[22] Min. R. I. Qr. Mtg., 9–IV–1801.

mittee; but very little of importance was mentioned concerning the schools maintained in Greenwich and vicinity. From 1819, when the Yearly Meeting Boarding School was finally re-opened in Providence, the Greenwich Quakers felt that their efforts to maintain schools within their own Communities were no longer necessary:

> In regard to the establishment of schools we think, considering the scattered situation of Friends in this Monthly Meeting, it is hardly practicable; and the facility offered by the Yearly Meeting School for educating our children renders the establishment of other schools . . . in a great measure unnecessary at present.[23]

D—Richmond

Richmond Monthly Meeting have set up one Shool for a few Months under the care of their School Committee, and althouc this School was more convenient, Some of their Members have sent their Children to the Towns School. A Subscription has been opened in this Monthly Meeting for supporting their School.[24]

---

[23] Min. Greenwich Mo. Mtg., 11–III–1831.
[24] Min. R. I. Qr. Mtg., 9–IV–1801.

Part III

Quaker Schools in Connecticut, Massachusetts, New Hampshire, and Maine

X

The Quaker School in Canterbury, Connecticut

Neither Connecticut nor Vermont ever became strongholds for Quakers. The Quaker missionaries, Burnyeat in 1672 and Edmundson in 1676, undertook the task of planting Quakerism in the Connecticut Colony.[1] Both men failed in this work. The only Quaker educational activity in Connecticut found on record was carried on during the second quarter of the nineteenth century by the Quaker woman, Prudence Crandall,[2] a teacher of the Canterbury school, located in Windham County, eastern Connecticut. The details of this Quaker educational work follows:

Description of Canterbury and Educational Ambition of its People

Canterbury had a population numbering between 1000 and 1500 . . . Its pepole were interested in education especially in the education of women . . . beyond what the ordinary public schools offered . . . In 1832 the people of Canterbury encouraged Miss Prudence Crandall to purchase a large property . . . and open it as a first class Ladies' Academy. Miss Crandall was a Quaker Lady, born in New Hampshire . . . who had already acquired some reputation as a teacher in the neighboring town of Plainfield. She was then twenty-nine years of age . . . The school flourished . . .

---

[1] Burnyeat, *Journal*, 212–216; Edmundson, *Journal*, 83–92.

[2] The Women's Meeting inform that Prudence Crandal had request to be reared a member of our religious society . . . Min. Greenwich Mo. Mtg., 30–VIII–1819; The Women's Meeting inform that they are about to receive Prudence Crandal and Hannah Elmira Crandal minor members of our Religious Society, and this Meeting expressing a unity therewith, they are received accordingly. . . .Min. Greenwich Mo. Mtg., 4–X–1819.

Difficulties Occasioned by the Enrollment of a Colored Girl in the Canterbury School

Sarah Harris, a colored girl near by, pious, intelligent, well-behaved . . . wishing to become a teacher of her race, applied for admission to the school and was . . . received. The white parents objected and threatened to withdraw their children, if she was allowed to remain . . . Miss Crandall was called upon to decide . . . *The school may sink, but I will not give up Sarah Harris.* The white children were all withdrawn.

A Select School for Young Ladies of Color

But the deserted teacher instead of weakly yielding to such pressure, decided after consulting Mr. Garrison, the noted abolitionist, to open the school wholly to the despised Negro race then needing education so much; and accordingly it was advertised in the *Liberator*, March 2, 1833, that she would henceforth receive as pupils *young ladies and little misses of color.* The announcement at once threw the whole town into a furor of excitement . . .

A committee of Canterbury's leading citizens . . . waited upon her unofficial and remonstrated with her against the design . . . *Moses had a black wife* she answered. Her stubbornness increased the excitement . . . Miss Crandall, was denounced in exceedingly violent language . . . But Miss Crandall, beneath her modest Quaker garb, had a heroic soul . . . Encouraged by William Lloyd Garrison, and other kindred spirits, the school at the appointed time was quietly opened, and the enraged Canterburians actually beheld *twenty young ladies and little misses of color* walk undismayed into their town, encamp in its . . . school-house, and go bravely to work imbibing white people's arithmetic, grammar and moral philosophy.

The Action Taken by the Highly Incensed Canterburians

The sight was more than the high spirits of the Canterburians could bear. Another town meeting was called. Resolutions were passed asserting that the establishment . . . planted in their midst, falsely denominated a school, was designed by its projectors as the theatre in which to promulgate their disgusting doctrines of amalgamation, and their pernicious sentiments subverting the union, and to educate the pupils to scatter fire-brands, arrows and death among brethren of our own blood.

And the freemen of Canterbury, assisted by their wives, sisters and aunts, and by all the power of the church . . . began a regular siege against the little misses of color and their Quaker leader. The traders refused to sell them provisions. They were assailed and insulted in the streets. Their

doors and doorsteps were besmeared with nastiness, and their well filled with filth . . .

The trustees of the church shut its doors against them as a rabble unfit for the sanctuary. The neighboring Baptist church of Packerville, however . . . gave them there a cordial welcome. The village physician dared not attend them when any of them were sick . . . An old law about vagrants was revived, providing that any person, warned by the selectman, who refused to leave the town, should . . . be whipped on the naked body, and a warrant to this effect was acutally served on one of the pupils, Miss Hammon, a . . . seventeen-year-old girl from Providence, who . . . refused to scare . . . before even such a weapon . . . finding themselves thus unable . . . to cope with and capture the twenty little misses of color, had recourse to the Connecticut legislature, then in session . . . on May 24th, 1833, a law was passed by the Senate, House and Governor . . . forbidding any person, under severe penalties, from establishing in any town town of the state, without the written permit of its selectman, a school for the education of the colored people not its inhabitants, and from teaching, boarding, or harboring the same . . . Canterbury went wild with exultation on receiving the news . . . Bells were rung, cannon fired . . .

The Quaker Teacher Brought to Court

A month after, Miss Crandall, still unquailing . . . was arrested, put in prison, occupying a cell just vacated by a condemned murderer, and in the following August, 1822, was brought to trial at the Windham County Court, Judge Joseph Easton presiding, charged with the two-fold crime of opening and instructing . . . a school for colored girls . . . The prosecution was conducted by the Honorable Andrew T. Judson . . . aided by two other learned attorneys, who presented the side against the school . . . The colored people of the state, they said, had access already to its district schools, which ought to be enough . . . The South might some day free all its slaves and send them up into Connecticut to be educated . . . and have colonies of colored girls started . . . tempting sons of Connecticut into marriage . . .

Through the kind generosity of Mr. Arthur Tappan, a wealthy anti-slave merchant of New York, council . . . had been provided for Miss Crandall's defence; and moved by their arguments and appeals, the jury failed to agree in a verdict for her condemnation. The case was tried twice again, once before the Supreme Court, Judge Daggett presiding, where under his ruling she was convicted; and again, on an appeal before the Court of Errors where a formal decision was evaded . . .

Quaker Educational Work in Canterbury Finally Frustrated

In the meantime, unaffected by all the legal struggle, the school assisted by Mr. and Miss Burleigh and by Miss Almira Crandall, Prudence's sister . . . continued. The children coming from some of the best colored families in the land, were exceedingly attached to each other and to their principal . . . When the people of Canterbury found that a state law was not strong enough to save them from the Quaker woman's quiet persistence, began to see what direct violation of the law could do. Her house was first set on fire, and then this failing, it was assailed at midnight with clubs and iron bars, its doors and windows broken in, and its rooms generally rendered untenable . . . on the 10th of September, 1834, after a siege of seventeen months, the combined power of ruffian, town and state compelled the twenty young ladies and little misses of color with their brave leader . . . to retreat . . .[3]

[3] Parcel XVa, Pamphlet 883, vault, Moses Brown School, Prov., R. I.

XI

Quaker Schools in Nantucket, Massachusetts

Quakerism had its origin on the Island of Nantucket in 1659, when the Island's first settlers, Thomas Macy, Edward Starbuck, and Isaac Coleman, landed there. Others soon joined these pioneers on the island.[1] By the latter part of the seventeenth century, leading citizens of the island were Quakers and many others had joined the rapidly growing organization.[2]

Minutes of Meetings are extant from 1708, and records of educational activities indicate that the Quakers of Nantucket had purchased both sorts of George Fox's Primers for Quaker children early in the eighteenth century.[3] And before the middle of the eighteenth century at least one more purchase of primers were made:

> This meeting received 100 of George Fox's great Primers from Saml Easton of Newport the meeting having Subscribed and paid for the same.[4]

Quaker children were thus getting the rudiments of instruction.

1779—Committee on Education Appointed

> There having come from the Quarterly Meeting some good Advices of observations respecting schools which were transmitted from Friends at Philadelphia: Wherefore Wm. Rotch, Daniel Starbuck, Saml. Starbuck, Richd. Worth, Johnathan Macy, Peleg Folger, Stephen Macy, Jethro Mitchell are appointed to take the matter under their consideration, and make report to a future Monthly Meeting with their Judgment, Whether the Schools in this place as far as our Society are concerned therein may be better Regulated and in what respects . . .[5]

---

[1] Story, T., *Journal*, 353 ff.
[2] Chalkley, T., *Journal*, 19 ff.; Peckover, E., *Journal*, in Journal of Friends' Historical Society, London, vol. I, 95 ff.
[3] Min. R. I. Qr. Mtg., 13–V–1711.
[4] Min. Nantucket Mo. Mtg., 26–I–1744.
[5] *Ibid.*, VIII–1779.

1780—Schoolmasters Consulted, Nantucket Quakers Object to Children on Street

The Committee appointed to have the matter respecting schools . . . have conferred with Christopher Starbuck, Elisha Macy, and Edward Emmet schoolmasters on that subject . . . and in respect to the Children collecting together in the Evening in the streets, the same Committee are Requested to walk out in the streets at their Discretion, and to Invite one or other of the school masters above named, or any other Friend to walk with them at proper Times to Endeavor to Discover who such children are, and to give such advice both to parents and Children as They shall judge Necessary or useful . . .[6]

Quakers to Have Oversight of Schools

This meeting is informed that Wm. Coleman, 2nd, being about to set up a school, and requesting to have it under the Direction of Friends, This meeting concurrs therewith.[7]

1784—Educational Regulations

The School Committee presented a Report . . . it is their judgment that the Object of their appointment cannot be attained without having a School Established by the Monthly Meeting, and as one is now wanting, they propose one to be established upon the following Conditions:

1st. That the School Master be chosen by the School Committee, and that he be accountable to, and contractable by them within the Limits and Regulations they have prescribed, and in all things relating to the School, subject to their advisements.

2nd. That the sum allowed the Master be L 60 per annum . . .

3rd. That he have a school Room hired and furnished at the Meeting's expence.

4th. That as much of the above Salary be collected from the Scholars by the Master as can be, the remaining Sum only to be paid out of the Monthly Meeting's Treasury . . .

Which having been solidly considered, their proposals of Establishing a School upon the above principles and terms, meets the concurrence of this Meeting . . . An Account was presented to this Meeting from Anna Jay for Schooling poor Children amounting to L. 1. 7. 9 which the Treasurer is desired to pay.[8]

---

[6] *Ibid.*, VII–1780.
[7] *Ibid.*, 28–VIII–1780.
[8] *Ibid.*, 30–VIII–1784.

Schoolmaster Appointed

The School Committee inform that Samuel Starbuck, Jun. is the person of their choice for keeping the Monthly Meeting School of which we approve.[9]

1785—School Discontinued, But Committee Requested to Continue Their Efforts

The School Committee inform that the Room in which this Meetings School was kept, being now called for by the Owner, and Samuel Starbuck, Jun., the tutor, being desirous of dismissal, they granted his request.

And as the School has not in their judgments been attended with the advantages that were expected, and not sufficient to compensate the expence, from too prevailing a slackness in our members, we are of opinion that it is best to discontinue said School.

Still the Committee is desired not to lose sight of so desirable an object, and if they think it may be at any time usefully accomplished, they are desired to inform us therof.

They are likewise desired to settle the account with the Master, and give him an order upon our Treasurer for the balance . . .[10]

1795—Subscription for a Man and Woman School

We are united in the opinion that Schools established under the care of Monthly Meetings with well-qualified and pious Tutors would prove advantageous to the present as well as the rising generation, and as funds will be Necessary for the Object to be carried into effect . . . we propose . . . That a Committee be appointed to apply to the Members of this Monthly Meeting for such Subscriptions as they in their freedom may make, toward the Establishment of a mans and womans School, which we think will first require the purchase of a Lott, and the expense of Building a suitable House thereon, with one Year's Salary for the Tutors, a sum not less than Four hundred pounds.

The Mode of Subscription we would Recommend, if the report is accepted, will be for each Friend who Subscribes to fix the proportion by so much percent as his ability and freedom may dictate, whereby there can be no deficiency to cause embarrassment to the Meeting after the undertaking.

We also think that if the Meeting should be disposed to make an Attempt for the Establishment of a Monthly Meeting School, that it will not be advisable at this time to interfere upon it by opening a Subscription for the accumulation of the funds Necessary for a Yearly Meeting School which was

---

[9] *Ibid.*, XI–1784.
[10] *Ibid.*, 25–VII–1785.

recommended in the extract from the Yearly and Quarterly Meeting minutes, which opinion doth not arise for want of unity with the Concern of Society for such an Establishment, but from a belief that holding up to view two Objects at once, require Considerable sums, may be more likely to frustrate both than to succeed in either . . .[11]

1796—Consideration of Location, Dimensions, Master and Mistress of School

The Committee appointed to Consider of a suitable Lot to build a School House upon, and the dimensions Necessary for that purpose, Report that the yard south of our Meeting House is large and central enough for the Accomodation thereof, and that a School House Twenty-Eight feet long, and Twenty feet Broad, two Stories high, will be a suitable Size, which report is acceptable to the Meeting, and the same Committee are Continued to procure the materials, and Compleat the Building, and report from time to time to this Meeting till accomplished . . .

This Meeting thinking it time for information to be gained of a School Master of Sobriety and talents to fill the station in the institution, do appoint Peter Pollard, Peleg Mitchell, Saml. Rodman, and Shubail Coffin to take such measures as will possess them of the knowledge, and in Conjunction with a Committee from the Women's Meeting for the purpose of acquiring information of a suitable School Mistress . . .[12]

School Building About Ready

The House is Nearly Completed, . . . and its Amount will be about Three hundred Pounds when finished, which the Committee are desired to furnish from the Subscriptions . . . and the Committee . . . who are to procure a Suitable Master are requested to attend thereto . . . also to prepare an essay of some Rules, which they may think proper for the Government of the School . . .[13]

1797—School Master and Mistress Appointed

In the Consideration of a person Suitably Qualified to fill the Station of School Master, no Member in Scoiety appearing eligible, we are free to propose Edward Freeman for one Year, having treated with him thereupon, we find him willing to undertake the Charge upon the terms proposed, and . . . he discovers a disposition to endeavor to Conduct the same Agreeable to the

---

[11] *Ibid.*, 3–XII–1795.
[12] *Ibid.*, 2–VI–1796.
[13] *Ibid.*, 29–XII–1796.

direction of Friends . . . we have paid further attention to the procurement of a School Mistress, and find that Phebe Folger appears ready to engage for one Quarter, upon the Terms proposed in the Regulations . . .[14]

Regulations for the Government of Friends Schools Under the Care of the Nantucket Monthly Meeting

1st—Time of Opening—That the opening of the Master's School be fixed at the Eighth and First hours, every day, throughout the Year, the Mistress School the same, except that from the Second day of the Tenth Month to the Second day of the Third Month following, her morning School to Open at the Discretion of the School Committee.

2nd—Pupils to be Admitted by Appointment—That the Tutors of each School admit no Scholars without the Concurrence of their Respective School Committee.

3rd—Children of all Denominations to be Admitted—Provided they Comply with the Rules of the Schools hereafter Subjoined, but that the Children of Friends always have the preference.

4th—Number to be Admitted—That each School Consist of such a Number of Scholars as the Respective School Committee may from time to time Judge proper, according to the existing Circumstances.

5th—Meeting Must be Attended—That on Fifth day, the Children be requested to come to School prepared to proceed with the Master and Mistress from thence to Meeting, and seated where one of the Committee with the tutors may have the Oversight of their orderly behavior therein.

6th—Conditions of Expulsion—Should any Scholar misbehave in School, and after suitable admonition extended, still continue Refractory, that full Information thereof be given to the Respective School Committee for their Assistance in the Case, and should their endeavors also prove ineffectual, and the Child continue to manifest a disposition to non Compliance to good order, that said Scholar be discharged from the School.

7th—How Salary of Master and Mistress is to be Obtained—That the Master and Mistress endeavor to Collect their Own Bills Quarterly, the Amount of all Monies, so Collected be Credited by them to the Meeting, and at the ex-

---

[14] *Ibid.*, 2–III–1797.

piration of the Year, the Master's Salary of Three Hundred and Sixty Dollars, and Mistresses of Fifty Dollars for the first Quarter, be made up at the expence of the Monthly Meeting provided any deficiency appears.

Rules of Conduct for the Youth in the Schools Under the Care of Friends

1st—Absence and Tardiness—Fail not to be at School at the time appointed or rather before unless good reasons can be asigned for your absence to the Satisfaction of your Master.

2nd—Conversation in School—Be always silent at your Studies, so that your voices shall not be heard, unless when you are saying your lessons, or speaking to your Master, hold no discussion with your School fellows during the hours of Study without your Master's permission, unless to ask something relating to your learning, which must be done in a low voice.

3rd—Addressing the Master and Visitors—Make all your Speeches to your Master with due respect, observing Cheerfully to perform his directions with dispatch, according to your ability. If Strangers should speak to you give a Modest and ready answer, standing up, and turning your faces towards them respectfully, taking your seats again, and silently apply to your business.

4th—Behavior Toward School Fellows—Behave yourselves always in an humble and obliging manner to your School fellows, never provoking one another, contending or complaining about frivolous matters, but courteously use the word *please*, or some soft or obliging expression, when you ask anything one of the other. Observe to make some grateful return for any little kindness received, never returning Injuries, but learning to forgive, showing by Exemplary deportment how all ought to behave.

5th—Conduct Outside of School—Never tell a lie knowingly, nor defraud any person by word or deed, Swear not at all, use not the name of *God* irreverently, or in vain, Mock not the aged, Blind, Lame, Deformed, or Idiotic, play not in the Streets, or ever for gain, throw no sticks, Stones, Dirt, Snow Balls, or anything at any person, Revile none, utter no indecent Expression, and return no affront to any you may meet with, but according to the best of your knowledge demean yourselves in a modest civil manner to all.

6th—Plain Language—Let your Language be the plain Language, and spoken with propriety everywhere.

7th—Decency—Be not forward to divulge anything passed in School, nor to mock or Jear your School fellows for being Corrected, lest it should happen to be your own case.[15]

1799—Teachers to Have all the Profits

Our women's Meeting produced the following Report of their School Committee—We hereby inform that Elizabeth Wotten at the expiration of the last Quarter declined teaching the Monthly Meeting School, and the School then being small, the Committee has agreed with Elizabeth Brown to teach the same one Quarter on Condition of her having all the Profits arising there from if the Monthly Meeting Consent thereto.[16]

Men's committee on education report similar arrangement with Edward Freeman, teacher of the boys school.[17]

The Quakers of Nantucket were divided into two districts. The minutes of meetings so far quoted in this chapter are those of the larger meeting. The members of the smaller meeting called themselves the Northern District, and appointed their own committees on education and maintained schools separate from their brethren of the larger meeting. Reports of the progress of these schools will be quoted later. In 1800 the Quakers of the Northern District sent their brethren of the larger meeting the following statement concerning schools:

1800—Proposition to Combine Educational Forces

The following Extract from the Minutes of the Monthly Meeting for the Northern District was received and read in this Monthly Meeting . . . We the Committee appointed to have the Care of the School have found that to continue it in its present is inpracticable, and it appears that a School held in conjunction by this and Nantucket Monthly Meeting may be furnished with Members and others who will conform to Order; which method we submit to the Meeting. And we propose Nathan Comstock for a Teacher who, we are induced to believe will accept of the Charge with some addition to his Wages . . . [18]

Proposition Accepted

The United Committee from this and the Monthly Meeting from the Northern District respecting the opening of a School in Conjunction Report

---

[15] *Ibid.*
[16] *Ibid.*, 31–I–1799.
[17] *Ibid.*, 3–V–1799.
[18] Min. Nantucket Mo. Mtg. for the Northern District, 27–II–1800.

. . . That there be a School opened to continue One Year beginning at the South House probably in the 7th month, and continue there six Months, and we have agreed with Nathan Comstock to teach the School said Term of time for Two Hundred Dollars with the approbation of the Meetings, and that the School be regulated as our Schools have heretofore been . . .[19]

1801—Agreement with Mistress

The School Committee . . . report that they have agreed with Lydia Gardner to keep a School for one Quarter, and for her to have all she can obtain from the Scholars for her Services . . .[20]

Agreement with Master

We are informed by the School Committee that the time for which Nathan Comstock was agreed with to teach our Monthly Meeting School in Conjunction with the Monthly Meeting for the Northern District is nearly expired; which being deliberated on we appoint Wm. Macy . . . to join our School Committee, and meet with a Committee from the North Meeting to consider of Nathan's proposals of Teaching a School in Conjunction another year, and make such proposals for improvement as may to them appear beneficial to Society . . .[21]

1802—Master Appointed for Another Year

Our School Committee inform that the time for which Nathan Comstock was agreed with to keep a School in Conjunction with the Monthly Meeting for the North District is expired; they are desired to agree with him for another year to teach the School in Conjunction with the Monthly Meeting for the North District.[22]

1803—Free School Proposed

The time of Nathan Comstock's being agreed with to keep a Monthly Meeting School having expired . . . we do conclude to adopt the following propositions for the establishment of a School for one year . . .

That the Monthly Meeting have *a Free School* for all Friends Children, to be paid by subscription, that the School Committee for the time being receive subscriptions and Donations of Friends in their freedom at any time; and if there should be more subscribed annualy than what is necessary for the support of said School, it be funded, and the income only of the fund be used

---

[19] *Ibid.*, 3-IV-1800.
[20] *Ibid.*, 29–1–1801.
[21] *Ibid.*, 2–VII–1801.
[22] *Ibid.*, 2–IX–1802.

towards the support of said School . . . George Mitchell will keep the School for one year for the sum of $300 which sum is already subscribed.[23]

Minutes of Nantucket meetings of the larger Quaker district indicate that the arrangement for the *free school* for the education of Quaker children as quoted above was maintained to 1811. Attention will now be directed to the educational activities of Quakers in the northern district of Nantucket. Education committees had been at work prior to 1795 as the minutes reveal:

1795—School Master and Land for School

The Committee appointed to Consider of the Recommendation in the Extracts from the Yearly Meeting Minutes Relative to the establishment of a Monthly Meeting School . . . report that it is their judgment that such a School would be Necessary . . . Wherefore we appoint the same Friends to take up the matter and procure a School Master and a suitable piece of Land for the purpose and report when done . . .[24]

1796—Rapid Progress of School Reported

The Friends appointed for the building of the School House . . . have now presented the amounts of the bills for the accomplishment of the same . . . Which Sum the Treasurer is desired to pay . . . Let the Committee appoint one of their number to oversee the Building of the School House, and procure a School Master . . . and let the Committee draw up some Rules for the Support and Maintenance of good Order therein . . . we appoint Obed. Mitchell, George Folger, Junr., Benjm. Worth, Jona. Jenkins, and Robert Brayton to unite with them in that Service . . .[25]

1797—Rules and Regulations for the School

The Committee appointed to draw up some Rules and Regulations for the Monthly Meeting School submit the following:

The Committee appointed to draw up some Rules and Regulations for the Monthly Meeting School submit the following:

1st—Duties of the Advisory Committee, That there be a Committee appointed

---

[23] *Ibid.*, 29–IX–1803.
[24] Min. Nantucket Mo. Mtg. for the North District, 30–IX–1795.
[25] *Ibid.*, 2. 8–XII–1796.

Annually to advise with the Teachers and Children by taking Opportunities with them at the Schools, when they may think best in order to encourage them to a regular decorum of good order, and when the time may come for the Opening of the Schools, the Committee turn their attention toward those Children whose Parents are not in Circumstances to pay for their Schooling . . . and that that they encourage Friends in general to send their Children, after which if they find that more can be conveniently accomodated without overcharging the Teachers, that they *admit such as are not Members*, whose parents are willing that their Children should conform to the Regulations of the Schools, in their language and deportment in general.

2nd—Causes Occasioning Dismissal, And if there should be any Scholar obstinate and neglect to Comply with the Teachers Commands, the necessary Care having been taken by the Committee, with endeavors to retain him or her, and their endeavors proving ineffectual, that said Committee discharge said Scholar.

3rd—Teachers Pay, That the Teachers have an Annuity for their Services, and that they receive of the Parents and Guardians of the Children, except such as the Overseers of the Poor may put in, the Sum per Quarter which the Committee may fix previously to the Opening of the School, if then there be a Balance due to the Teachers, That it be Paid by the Monthly Meeting.

4th—Length of School Week, That there be two Schools, morning and afternoon, each week day, except in fourth and seventh day afternoons, to be spent at Meeting.

5th—Committee and Teachers to Decide Nature of Internal Life of School. And that the Process relative to Spelling, Reading, and other Studies, together with the Beginning and Ending of the Schools be left with the Committee and Teachers to fix as they may think best

6th—Attendance of Meeting on Fourth Day, That the Children on Fourth Days be prepared, when they go to School, for Meeting, and that they go to Meeting with the Committee, and be subject to their direction in taking their seats, and that the Committee have the oversight over them.

Committee to be Consulted in all Matters

And it is our belief that . . . after the establishment of the School that Friends be careful, who may have an apprehension that there might be an Amendment in any part of the Regulations, or in obtaining better Qualified Teachers, not to divulge to the hurt of the cause . . . but to

treat with the Committee on the Subject, in order that Utility may arise therefrom, and if said Committee should at any time be apprehensive that Utility would arise from the exchange of a Teacher, or on the addition or Alteration of any regulation that they would consider it their Duty to open their Prospects to the Meeting . . .

Report on Woman's School

Our Women Friends have made the following Report . . . We being appointed to unite with the men Friends to endeavor to procure a suitable Woman to teach a School . . . have to propose Sarah Jenkins, Junr. . . . who is willing to undertake for one Quarter to teach Spelling, Reading and Writing for 34 Dollars a Quarter, and to open the School the 2nd day of next Week . . .[26]

Small Boys to be Admitted to the Woman's School, and Sewing and Knitting to be Introduced if Requested

The Monthly Meeting School have consulted with Abiel Hussey to keep School another Quarter, and we find that she will undertake it for the sum of $50 . . . and is willing to take 30 Scholars, . . . after Deliberation upon the Subject, we think best to propose to the Meeting the Admission of Small Boys, if the Number of Girls cannot be easily procured, and that sewing and Nitting be admitted into the Exercises of the School when requested by the Parents . . .[27]

Minutes of meetings of Nantucket Monthly Meeting for the North District indicate that both the *Man and Woman Schools* were maintained up to 1817. But minutes of meetings for Nantucket Monthly Meeting contain educational activities to the middle of the nineteenth century. Evidence is also present of Quaker schools operated as private enterprises in Nantucket. In a letter from Robert Brayton to Obadiah Brown, dated 11–III–1819, Rowland Green's School is mentioned.[28] Also in the correspondence of Moses Brown and Mary Mitchell early in 1820, further evidence is present of private Quaker Schools in Nantucket:

---

[26] *Ibid.*, 26–IV–1797.
[27] *Ibid.*, 1–XI–1797.
[28] Austin Collection, Pkg. 13, vault, Moses Brown School, Prov., R. I.

Jacob and Deborah Willets keep Schools which are highly estimated, his consisting of 40 boys, hers of 30 girls. Both seem disposed to be satisfied with their situation and employment. Jacob has been a master many years, and in several different places, yet he says, he never taught a school that pleased him so well.

The character of our Nantucket schools have been such, as to prejudice strangers against the station of school master among us; but from this declaration of Jacob's, we should judge, that, either the children have improved, or he possesses an uncommon degree of skill in the art of governmnent.[29]

And minutes of meetings later reveal that the Nantucket Monthly Meeting continued to provide educational facilities for Quaker children.

1838—New School Built

The Committee on the subject of Schools . . . are left at liberty to build a School House, if way should open for it in the manner expressed in this report . . . the time is not distant when a school may properly be established under the direction of the Monthly Meeting . . . and we propose that it be built on the west lot north of the Meeting House, that it be a suitable house for the accomodation of the School . . .[30]

School House Completed, John Boadle Appointed School Master

The Committee appointed . . . on the subject of the establishment of a School under the direction of this Meeting, have made the following report . . . that the School House will probably be completed during the present week, and word has been given that the School will be opened on second day next.

The Committee have engaged John Boadle, a Friend of New York as teacher. The number of Scholars already engaged is twenty-three. The Committee recommends to Friends the appointment of a Committee to whom the general Superintendance of the School and the terms of tuition may be be referred . . . in connection with a Committee from the Women's Meeting, and to make such regulations for its government as may appear best, and report to a future Meeting.[31]

[29] *Ibid.*, 4, vault, Moses Brown School, Prov., R. I.
[30] Min. Nantucket Mo. Mtg., 26–IV–1838.
[31] *Ibid.*, 27–IX–1838; this Quaker school, built of wood in 1838, was bought in 1904 by the Nantucket Historical Association to be used as their headquarters.

1839—School Operating Successfully

The School Committee . . . report . . . we, appointed in the 9th month last to Superintend the School under the direction of this Monthly Meeting . . . inform . . . that the services of the Teacher together with the improvement of the Scholars have met our approbation. The average number of Scholars through the year has been about 28, and the Committee are very desirious that Parents and others should avail themselves as far as is practicable of the privilege of placing their children at a School under the care of Friends, believing that the advantages anticipated from the School have already been in a good degree realized, and they would recommend to the meeting the appointment of six men and six women Friends as a Committee of Superintendance fot the ensuing Year. In behalf of the Committee, Prince Gardner, Rachel Austin . . .[32]

1847—Education Provided for Non-Quaker Children

The School Committee . . . report . . . although most of the Scholars in our School are not members of our Society, yet we feel desirous that Friends may still continue their care, and that their children may receive in a good degree an education free from the maxims and manners of the world . . .

1848—And as a very small proportion of the scholars are members of our society or under the care of Friends, they have been for some time of the Judgment that it will be best for Friends to discontinue their care, but we would recommend that a committee be appointed according to the requisitions of our discipline to have a general oversight of the education of the children of Friends. James Austin, Clerk.[33]

---

[32] *Ibid.*, 26–IX–1839.
[33] *Ibid.*, 28–IX–1848.

XII

Other Quaker Schools in Southern Massachusetts

A—Dartmouth

The town of Dartmouth was organized prior to 1664.[1] Quakers were established in Dartmouth considerably before the close of the seventeenth century. A Yearly Meeting was held there in 1693.[2] In 1698, the Quakers of Dartmouth decided to erect a meeting house.[3]

1711—Quaker Text-Books

Minutes of meetings contain evidence of educational activities among Quakers of Dartmouth immediately after the first decade of the eighteenth century when they purchased for their children "both sorts of G. fox's primers for to learn to read In, and the money to be taken out of our collection. . . ."[4]

1723—Quaker School Master to be Procured

This Meeting hath Agreed that we should Endeavor to get a Friend School Master to teach our Children to Read and Write. And James Tripp, and Deliverance Smith are appointed . . . to get one and make return to the next Monthly Meeting . . .[5]

Henry Tucker and James Barker are appointed to look for a Friend School Master that is capable to read, write and cipher; and to know upon what terms, and to make return to our next meeting of their proceedings therein . . .[6]

Minutes of meetings indicate that the school master was employed for the term of a quarter year, as was customary in other Quaker communities. Little is mentioned of the actual progress of the school thus maintained, but requests for Quaker school masters recur.

---

[1] Potter, *The First Congregational Society in New Bedford, Mass.*, p. 13.
[2] Jones, Quakers in American Colonies, p. 144.
[3] Min. New Bedford Mo. Mtg., copy of Dartmouth records, 6–XI–1698.
[4] Min. Dartmouth Mo. Mtg., 17–V–1711.
[5] *Ibid.*, 19–VI–1723.
[6] *Ibid.*, 21–VIII–1723.

In 1742, the Dartmouth Quakers again purchased George Fox's primers, and this time 150 copies.[7] And in 1751, one hundred copies of Barclay's Catechism were procured.[8] And more text-books were procured in 1769,[9] although no record of an actual school was made at this time. In 1779, when the superior meeting made its educational recommendations, Dartmouth Monthly Meeting approved.[10] But being familiar only with their small local schools, they did not fully visualize at first the larger educational vision of the Yearly Meeting.

1783—Report of the School Committee

We of the Committee appointed to advise and assist in the erecting of Friends Schools, and in the maintenance of the Rules and orders established by the Friends for the Virtuous Education of the Youth in Such Schools . . . report . . . these things are but new among us; our progress herein hath been but small; Friends not all being fully acquainted, in every respect, of the method proposed for the establishing of Such Schools, and some that are acquainted therewith do not submit themselves thereto; divers Schools having been Set up without our advice or consent, and several School Teachers having been Employed by Friends, who are Members of our Society . . . we hope and believe . . . the weight of this excellent work will gradually go on from step to step . . . and by degree, open our eyes to see more clearly the many advantages arising from a Reformation in this important branch of our Discipline . . .[11]

1787—Quaker Children are Sent to Non-Quaker Schools

As a Schoool Committee we have made little progress in that Service, as many in Society seem so little engaged for the Promotion of that branch of Discipline, that it gives us a discouraging Propsect of it, which appears the more so, when we consider that some Friends join in Schools, out of the Order and Direction of Friends, and some not even uniting in their endeavor to assist in this part of the Education of their Children, tho' we may say that there are a few whose Concern for Good occur . . . but we may yet be revivied among us. . . .[12]

---

[7] Min. R. I. Qr. Mtg., 8–III–1742; also 7–VIII–1742.
[8] *Ibid.*, 11–II–1751.
[9] Min. Dartmouth Mo. Mtg., 20–VI–1769.
[10] *Ibid.*, 9–X–1779.
[11] *Ibid.*, 28–V–1783.
[12] *Ibid.*, 21–V–1787.

B—New Bedford

Minutes of meetings of New Bedford Quakers are extant from 1792. Previous to this date, that is, from the last quarter of the seventeenth century, the New Bedford Quakers attended meetings with the Dartmouth Quakers. Educational activities are recorded in their minutes of meetings soon after their meeting was established.

1793—Education Committee Appointed

Caleb Greene, Wm. Rotch, Junr., Abn. Smith, Cornelius Howland, Benj. Taber, and John Howland, are appointed as a School Committee for this Meeting, for the ensuing year . . . who are to promote Schools, and procure suitable Teachers as our Discipline therein directs.[13]

1795—Committee Recommend the Building of a School

The School Committee . . . report . . . having attended to the Subject of Schools, We find a Prospect of Establishing one or more Schools, wholly under the direction of Friends, . . . and in order to attain this desirable end, it will be necessary that the Monthly Meeting be possessed of a School House large enough to accomodate two or more Schools. And as we have made some Examination, we are persuaded that no difficulty will attend obtaining a convenient Lot of Land, nor sufficient Money by Subscription to build a Comodious House. We therefore submit to the Consideration of this Meeting the Propriety of appointing a Committee to receive Subscriptions for that purpose, and also to make preparation for the building of such a house as they may think best.[14]

1796—Quaker School Maintained

In consequence of our appointment as a School Committee, we have endeavored to promote a School for Friends Children, and so far superintend it, as to visit it mostly every Month, both for the encouragement of the Scholars and Master, which care as far as it extended, we believe has been useful. And it is our Judgment that a School may now be established under such regulations as will promise more usefulness to Society . . .[15]

Reports of the committee on education were submitted regularly, indicating in detail the progress of the school under their

---

[13] Min. New Bedford Mo. Mtg., 13-VII-1793.
[14] *Ibid.*, 17-III-1795.
[15] *Ibid.*, 19-I-1796.

control up to 1836. After this year, these small Quaker schools were under the direction of the New Bedford Preparative Meeting. This body submitted accounts of the money expended for instruction, fuel, repairs of school buildings, also including names of teachers and other details up to 1876, but no outstanding features of educational importance appear in the minutes of meetings.

Quaker Schools as Private Enterprises in New Bedford

New Bedford like other Quaker communities also had private schools separate and apart from the schools operated by the Quaker meeting. Thus in 1804 Silas Parker presented a bill to the trustees of the fund for the education of Job Scott's children. Obadiah Brown paid the bill in Newport to W. S. Wall. The bill amounted to $47.91, which included board, books, paper, quills and ink.

1810—The New Bedford Friends' Academy

The founding of the Friends' Academy in New Bedford is recorded as follows:

> A number of Friends at an interview having taken into consideration the great difficulty attending the youth of the society, called Quakers, in obtaining an education in the higher branches of useful learning in this part of the country, without endangering their moral and religious principles, and feeling an anxious desire that a remedy may be provided for that inconvenience to the rising generation; We, the subscribers have agreed to contribute the sums respectively affixed to our Names for the purpose of establishing and endowing an Institution for the instruction of Friends' children, and such others, as it may appear hereafter, as may usefully and safely be admitted therein, in the knowledge of the Languages, of Mathematics, Philosophy, and such other branches of useful Literature as hereafter, upon experiment, may be found within the compass and means of the Institution . . .
>
> The Said Institution to be governed by such rules and regulations as the subscribers hereto by themselves, or by their Trustees, that may hereafter be appointed for that purpose and for the superintendance of the Institution, may from time to time establish.

Original Contributors and Trustees

William Rotch, Sen., lot of land and $2000; William Rotch, Jr., $5000; Samuel Rodman, Sen., $2000; Samuel Elan, $1000; Thomas Arnold, $500; James Arnold, $1000.

1812, February 29—Charter of Friends' Academy Signed by Elbridge Gerry, Governor of Massachusetts

Whereas the encouragement of education in the rising generation has been considered by the wise and good a basis upon which the safety and happiness of a free people greatly depend;

And whereas, William Rotch has built a convenient house for an Academy in New Bedford, in the County of Bristol, for that purpose, and he and his associates have subscribed upwards of ten thousands dollars for a fund thereto, and have petitioned the Court for an Act of Incorporation, the Friends Academy is established for the prupose of promoting piety and virtue, and for the education of youth in such languages and in such liberal arts and sciences as the Trustees hereafter provided shall order and direct, and the following persons are appointed Trustees: William Rotch, Sen., Elisha Thornton, Thomas Arnold, Samuel Elan, Samuel Rodman, William Rotch, Jun., William Dean, Abraham Shearman, Jr., and James Arnold to act as Visitors, Trustees, and Governors.[16]

Description of First Building of the Academy

The original building in 1810 was a wooden structure, 70 feet in length, 26 feet in width, of two stories and surmounted by a belfry.

Internal Life

All of the students were to take their turns in ringing the bell, sweeping the rooms or kindling the fires, except those excused for bodily infirmities. Punishments were restricted as a duty for the Preceptor, to private or public admonition, to solitary confinement, degradation, or recording in the Black Book. With concurrence of the Visitors, suspension or expulsion could be inflicted. The Preceptor was to send the offender, who had fallen for the fourth time, to the Visitors, who were to examine and deal with him . . . Both sexes were admitted to the school.

The School Library

The library which Samuel Elan bequeathed in 1813 contained all his private books and maps. The bequest was accompanied with instructions that the trustees should elect such books as they might consider useful for the library of the school, and dispose of the rest, applying the proceeds thereof to the purchase of other books more suitable to the wants of the institution . . . There were about 1000 volumes. The committee complying with the instructions of the testator reported a list of such books as in their opinion ought to

[16] Rodman, Historical Sketch of the New Bedford Friends Academy, p. 4 ff.

be disposed of, or exchanged for other books better adapted to the nature of the institution. Their report was accepted . . .

Among the volumes thus retained were the plays of Shakespeare, Ben Jonson, Bell's British Poets, French Plays of 1690, Rousseau's Works, Woolstoncraft's Travels, French Romances, Novels of Fielding, Smollett's and Defoe's Works.

The books retained numbered about 750 volumes, and with those rejected, show that the library of Samuel Elan was a remarkable collection for that day. Besides the standard works, the library contained many books that were rare, and others in the department of law, science, philosophy, art, agriculture and travels .

A few of the titles follows: Travels of Anacarsis, Sydey's Arcadia, Young's Travels in France, Helvetius on Man, Rochefoucault's Maxims, Elegant Extracts, Elegant Epistles, Darwin's Botanic Garden, Bruce's Travels, Voyages de Cyrus, Recueil de Divers Monuments, Rumford's Essays, Fenelon's Dialogues des Morts, Hutton's Dissertations on Natural Philosophy, Locke's Essays, Gibbon's Roman Empire, and Rollin's Ancient History . . .

Purpose of Institution—Where Quaker Children May Obtain a Higher Education Without Endangering Their Religious Principles

Friends Academy, New Bedford, Massachusetts, Will be reopened for the admission of Students, on the 22nd of the 9th month, 1817, under the care of Moses S. Moody and Thomas Greene, as joint Preceptors.

It was the original design of the Founders of this Institution to remedy some of the inconveniences which the Youth of the Society of Friends have experienced in obtaining an Education in the higher branches of Learning, by establishing a Seminary in which they might acquire useful knowledge, without endangering their religious principles.

The Institution is now placed under the superintendence of Members of our religious Society, as Teachers, who the Trustees believe are fully competent to promote their views in these respects; and it is hoped that the Parents and Guardians of our Youth will be induced to avail themselves of the advantages it offers.

It will be required of all the students, that they conform in their language and deportment to the known usage of our Society. None, of course, can be admitted, excepting the children of Friends, or such as make profession with us, and are willing their children should comply with this regulation.[17]

[17] Parcel XXXVII, vault, Moses Brown School, Prov., R. I.

Further Requirements for Admission

Candidates for admission are required to read common English authors with facility, and must be able to recite with facility the rules of syntax, and to be well versed in the first four rules of arithmetic.

Terms of Tuition and Board

The terms of tuition are, for Reading, Writing, Arithmetic, English Grammar, and Geography, 4 dollars per quarter. For the higher branches, 5 dollars. Board may be had in the families of Friends at $2.50 per week, washing included. On behalf of the Trustees, Samuel Rodman, Secretary. New Bedford, 9th Month 1st, 1817.

On August 13, 1827, the Trustees fixed the price of tuition at $8 per quarter.[18]

To Whom to Apply for Admission

Application to the Friends Academy may be made to the Secretary, or to either of the other Trustees at New Bedford; to Thomas Arnold or Obadiah Brown at Providence; to William Dean at Salem, all of whom are also Trustees of the Institution. Samuel Rodman, Secretary, New Bedford, 9th Month, 1st, 1817.[19]

Examinations and Length of Term

Examinations are to be held at least once in each Quarter. At its opening in 1810, the school was to have four vacation periods of two weeks each. In 1827, the Board of Trustees voted that the aggregate of vacations be reduced from eight weeks to six, and although subsequently, on December 13, 1828, a communication was received from the principal that in his opinion eight weeks would not be too much for his health and relaxation as preceptor, and requested the Trustees to reconsider the subject, but after full discussion and deliberation, the Trustees ruled that six weeks vacation per year are sufficient, and that a longer time would amount to too great a loss to the scholars.[20]

Enrollment

From the opening of the Academy in the summer of 1811 to 1820, the enrollment per quarter was never over 25. From 1827 to 1829, the average attendance per quarter was 52; 1829–1831, the average was 35 pr quarter; 1831–1835, 62; 1835–1837, 30; from 1837 to 1855, the average attendance per quarter ranged from 30 to 65.

---

[18] Parcel XXXVII, vault, Moses Brown School, Prov., R. I.
[19] *Ibid.*
[20] *Ibid.*

In 1837, the Trustees recorded that 18 have attended to Latin, 4 to Greek; 14 to French; 2 to Geometry; 3 to Algebra; 10 to History; 3 to Chemistry; 10 to Natural Philosophy; and 15 to Drawing, in all of which satisfactory improvement is believed to have been made by the scholars; and their general conduct and the discipline of the school is believed to be deserving of the approbation of the Trustees and the public.[21]

Course of Study

In 1810, the course of study included beside the branches of ordinary common school education, elocution, the Latin and Greek languages, the elements of ancient and modern history, natural philosophy, and mathematics, including Geometry, astronomy, surveying and navigation.[22]

At a meeting of the Trustees of Friends Academy in November, *1838*, a committee was appointed to project and adopt a more extensive and systematic arrangement of studies than has heretofore existed in this Institution.

The Committee has adopted the following Course of Study:

ENGLISH DEPARTMENT—*Preparatory Class*—Reading; Spelling; Colburn's Lessons in Arithmetic; Emerson's Second Part, Written Arithmetic; First book of History; Smith's Geography.

First Junior Class—Emerson's Arithmetic, Third Part; Bailey's Algebra; Worcester's Geography, Ancient and Modern; First Lessons in Geometry; Hayward's Physiology; History of the United States.

Second Junior Class—Euclid's Geometry; Natural Philosophy; Astronomy; English Grammar; Watts, *On The Mind.*

Third Junior Class—Trigonometry and its application to mensuration of heights and distances; Smith's Algebra; Chemistry; Geology; Natural Theology; English Grammar, continued.

Senior Class—Intellectual Philosophy; Political Economy; Smellies Philosophy of Natural History; Butler's Analogy; Rhetoric; Logic; Evidences of Christianity, Moral Philosophy.

CLASSICAL DEPARTMENT—*First Junior Class*—Andrew's or Cleveland's First Lessons in Latin; Andrew's Latin Reader and Latin Exercises; Leverett's Viri Romae.

---

[21] *Ibid.*
[22] *Ibid.*

Second Junior Class—Caesar's Commentaries; Cicero's Select Orations; Sallust; Goodrich's Greek Lessons.

Senior Class—Virgil; Greek Reader; Greek Testament; Grecian and Roman Antiquities; Arithmetic and Algebra so far as required for entering college.

Instruction will be given in Book Keeping and in Navigation to individuals who may desire it. . . . Provision will be made for permanent instruction in French to such members of the Second and Third Junior Classes as may wish it. Weekly lectures will be given on the Natural Sciences, illustrated by experiments.

Principles in Education

The objects of education are two, (1) mental development, and (2) knowledge of facts with their relation. These objects we endeavor to keep constantly in view. We have no ambition to make learned parrots of our pupils, nor have we much confidence in many of the new-fangled methods of instruction by the use of labor saving machinery. We believe . . . that . . . the faculties of the mind can be expanded, invigorated and brought into manly maturity only by patient, perserviring and protracted effort . . .[23]

Progress of Friends' Academy

Because of depression of affairs after the war of 1812, the Board of Trustees, May 23, 1817, voted to suspend the school for a limited time, but it was nevertheless in session the following September. On March 10, 1820, in consequence of the small number of scholars, the school was again suspended. This time the Trustees did not re-open the Academy until August 13, 1827, but from 1820 to 1827, school was taught at the Academy by several teachers, with permission, though not with the assistance of the Board of Trustees. From 1827, Friends Academy has continued to offer a liberal education to all children regardless of what religious denomination.

Separate Girls' School Established

On July 24, 1855, the Trustees of the Academy came to the

---

[23] Catalogue of the Officers and Students of Friends Academy, New Bedford, Mass., p. 7 ff., 1838.

conclusion that to meet the demands of the then existing system of education two separate schools were called for, one for boys and one for girls. Accordingly the Academy was fitted up for the accommodation of two schools, and they were opened September 19, 1855.

Shortly after a building committee was appointed to erect a new school building which was ready for occupation in 1857. The girls' school was immediately transferred to the new building, and the boys' school was continued as before under the instruction of A. J. Phipps. The new girls' school met with much success.

In the early 90's a consolidation of the male and female departments was again accomplished, all scholars were seated in one large class room, and received instruction together.[24]

Trustees of the Friends' Academy Permitted after 1823 to Join Other Religious Organizations

At a special meeting of the Trustees held March 26, 1823, at the house of William Rotch, the first section of the rules and regulations adopted at the meeting held Oct. 9, 1812, was repealed, and the following was substituted by a unanimous vote: That whoever may be appointed Trustees shall be members of the Society of Friends, at the time they may be appointed, but their disownment by, or their resignation of their Right in, said Society shall not of itself operate as a disqualification for the office and duties of said trust. Prior to the passage of this resolution, Abraham Shearman, Jr., expressed his choice to be released from his appointment as a member of the Trustees.[25]

From the time the above resolution passed, Quakers were less and less in control of the New Bedford Friends' Academy which is still continuing its educational work but not under the direction of Quakers.

C—Westport

Quaker minutes of meetings from Westport are extant from 1766. Educational activities appear in their minutes the latter part of the century:

---

[24] New Bedford *Daily Evening Standard*, July 16, 1892.

[25] Catalogue of the Officers and Students of Friends Academy, New Bedford, Mass., p. 14, 1838.

1795—School Committee Appointed

The Subject of Schools and Education Recommended by the Yearly and Quarterly Meetings in the Extracts from the minutes thereof, and being Deferred from last Montly Meeting to this, is again brought under Consideration, and we appoint our Friends Jeremiah Austin, Jun., Abner Potter, David Wood, and John Master to . . . inspect into the Circumstances of the Members of this Meeting Relative to Schools, and Report to next Monthly Meeting what obstruction they find to hinder the Compliance with the Recommendations of the Yearly Meeting.[26]

Discouraging Report from School Committee

The Committee to Consider the Matter Relative to Schools . . . Do not find that there are any Schools kept among us at present under the Regulation of Friends; Friends that have Children to send to School live so remote one from the other . . . that there is a Discouragement to them . . . from Complying with the former advices relative to Schools . . .[27]

It is advised that Friends who have Children to send to School . . . to procure the best Instruction for them that they can; and when there are any that are So situated that they cannot attend Schools taught by a Friend, and have thoughts of sending their Children to other Schools let them apply to our School Committee for advice therein.[28]

1801—Subscription to Establish Local School

The Subject of Schools being again before this Monthly Meeting, It is concluded that there be a Subscription opened for a School to be set up under the Direction of this Monthly Meeting; We therefore appoint David Frisby, Wm. Gifford, and John Mosher to open the Subscription for a School . . .[29]

School House to be Built

The Committee to Consider some way of Proceeding Respecting Subscriptions for Setting up a School in this Monthly Meeting Recommend an Increase of the Sum already Subscribed until it may amount to a Sum Sufficient to build a School House, said School House to be Built in the Yard at Centre Meeting House for the Schooling of Friends Children.[30]

---

[26] Min. Westport Mo. Mtg., 15–VIII–1795.
[27] *Ibid.*, 19–IX–1795.
[28] *Ibid.*, 17–X–1795.
[29] *Ibid.*, 17–I–1801.
[30] *Ibid.*, 16–V–1801.

During the first two decades of the nineteenth century, minutes of meetings contain evidence that the Quakers of Westport maintained a small local school in their community, but little was mentioned as to the manner in which the educational work was conducted. Much was entered in the minutes relating to the re-establishment of the Yearly Meeting School, and the possibility of sending Quaker children from Westport to that school:

> This Meeting received Information from the Committee of the Yearly Meeting Boarding School at Providence respecting the Conditions of Receiving Children to that School which is to begin the first day of next Year, 1819.[31]

D—Swansea

Prior to 1732, Quakers of Swansea attended neighboring Quaker Meetings, but during this year, 1732, the Swansea Monthly Meeting was set up.[32] In 1742, the Quakers of Swansea purchased 20 of Fox's primers.[33] The Quaker organization was thus providing the rudiments of an education for their children before the middle of the eighteenth century. At the beginning of the next decade this community ordered 36 copies of Barclay's Catechism.[34] During the last quarter of the eighteenth century when the general Quaker movement in education was experienced, the minutes of the Swansea Quakers contain more details in respect to their efforts to establish schools:

1779—Education Committee Appointed

> Agreeable to a request from a Committee appointed by our last Quarterly Meeting to consider of some method of the Establishment of Schools for the Instruction of our Children and Youth in necessary Learning . . . We do appoint George Shove, Moses Buffington, and Clark Purinton to take the Matter into their serious Consideration, and proceed therein as way may open . . .[35]

---

[31] *Ibid.*, XII–1818.
[32] Min. R. I. Qr. Mtg., 13–VIII–1732.
[33] *Ibid.*, 7–VIII–1742.
[34] *Ibid.*, 11–II–1751.
[35] Min. Swansea Mo. Mtg., 4–X–1779.

Quaker schools as private enterprises were present in many New England communities during the latter part of the eighteenth century:

This Meeting is informed that Obediah Davis is keeping School within The Verge of Swanzey Monthly Meeting, and he requests a few Lines by way of certificate.[36]

Exhortations sent by superior meetings to set up schools were regularly recorded in the minutes of meetings of Swansea.[37] These encouragements to set up schools, and the interest in education of Quakers themselves in Swansea occasioned some educational activities in this community from the second quarter of the eighteenth century as is indicated above in connection with the text-books purchased.

1796—Quaker Schools Maintained in Swansea, Tho Not Always Under Direct Control of Meeting

We have attended to our appointment in consequence of the Extracts from our Quarterly Meeting on the subject of Schools, and it appears that there has been no School kept up under the immediate care and direction of our Monthly Meeting for one year past, which appears to be occasioned principally by the Scattered Situation of Friends; and their incomes are generally such as will not admit of putting out their Children to boarding schools.

The Schools by which the Children received their Learning that are under the Care of our Monthly Meeting . . . are Four mens Schools whose Teachers are Members of our Society, all four amounted to about seven months schooling. Five womens Schools whose teachers are members of our Society, in the whole amounting to about twenty months Schooling. Seven mens Schools whose Teachers were not Members of our Society, to which some Friends Children have been sent to School, which Schools continued about three months each. Three womens Schools whose teachers were not members of our Society, one of which a considerable number of Friends Children attended, in the whole amounting to about ten months Schooling.

We have also opened up a Subscription in order to help supply the Yearly Meeting Fund for a School, but no Friend has appeared ingaged to Subscribe thereunto. Moses Buffington, Benjamin Slead, George Shove.[38]

---

[36] Min. Sandwich Mo. Mtg., 2–XII–1785.
[37] Min. Swansea Mo. Mtg., 1–IX–1783; 2–XI–1795.
[38] *Ibid.*, 4–I–1796.

Reports similar to the above were submitted by the monthly meeting committee on education quite regularly. According to the minutes of meetings at no time during the latter part of the eighteenth or the first half of the nineteenth century was Swansea without some means for the education of Quaker children. And the Quakers of Swansea continued to make this provision to some extent even after the middle of the nineteenth century:

The Committee on the subject of education . . . report . . . We held several Meetings of the Committee for the purpose of promoting the object of our appointment . . . In Swansey Preparative Meeting there has been a portion of the past two Family Schools under the care of Friends—Number of Scholars, 10.

1868—Schools in Vicinity of Swansea Aided by Benevolent Quaker

Lemuel Chase of Somerset in County of Bristol and in the Commonwealth of Massachusetts . . . I give to School District No. 1, in Somerset ten years after my decease, Two Hundred dollars . . . and after the decease of my daughter, Sarah C. Buffington, three hundred more to said School District . . .[39]

As the public school movement gained force, the Quaker schools in New England were gradually closed excepting the two institutions maintained by the Yearly Meeting at Providence, R. I., and at Vassalboro, Maine, to both of which children have been sent continually from the several Quaker communities in New England. Minutes of meetings recurring frequently similar to the following below reveal the gradual absorption of the local Quaker school in New England because of the larger patronage of both the public school and the two Yearly Meeting Boarding Schools maintained by the New England Quakers:

Your committee on the subject of Education would report that the Children belonging to this Monthly Meeting have freely partaken of learning, generally in the Public Schools in the Towns in which they reside. Also three of our number have attended the Boarding School in Providence.[40]

---

[39] *Ibid.*, 28–XII–1868.
[40] *Ibid.*, 26–III–1879.

E—Acushnet

A Quaker school at Acushnet was reported by the New Bedford Monthly Meeting, 26–XII–1833. No other information concerning this or any other Quaker school in the town of Acushnet has been found.

F—Sandwich

Sandwich was one of the first places in Massachusetts where Quakers gained a foothold. Loosely organized Quaker meetings for business were held there as early as 1658. Sandwich minutes of meetings are extant from 1672. Records of educational activities among the Sandwich Quakers do not appear until the last quarter of the eighteenth century.

1783—School Committee Appointed

We do appoint Ebenezer Allen, Paul Wing, Richard Lake, Jeremiah Austin, Joseph Bowerman, and Samuel Trip as a School Committee, Whose duty should be to meet together as often as ocation Requires, and consult together and assist Friends in procuring Suitable Friends to Teach Schools, and to advise and assist in the Regulation thereof, and incourage Friends to send their Children to them.[41]

If the Quakers of Sandwich were active in setting up schools they left very little in their minutes of meetings to record their achievement. Several reports of the committee on education were submitted, but only little evidence was recorded in the minutes of meetings to indicate that actual progress was made in providing an education for Quaker children. An occasional report similar to the following below would seem to indicate that efforts to establish local schools were generally made, but that actual results were not recorded:

The Committee appointed . . . to promote the establishment of Schools under the direction of the Monthly Meeting . . . hath paid attention to that matter, and have obtained Subscriptions for that purpose, to establish a Monthly Meeting School, but the Sum is not adequate as yet.[42]

---

[41] Min. Sandwich Mo. Mtg., 4–VII–1783.
[42] *Ibid.*, 4–V–1796.

Also the following correspondence indicates that the Quakers in Sandwich were mostly compelled to send their children to non-Quaker schools:

Strauddsburgh, Penna., 7th of the 10th Month, 1809. Mary Mitchell and Mary Harper who left this place last first day in the afternoon to proceed homeward, informed me of a School some where not distant from your Town, which tho' taught and governed by a Person not a Member of Friends' Society was not withstanding an excellent place for Children of Friends to receive an Education not incompatable with the discipline and principles of the Society. And our Friends aforesaid refer'd me to thee for particular information concerning that School. Wilt thou do me the favor to inform me by mail of the place where it is kept—The Expence of Boarding, tution, and every thing thou mayest think it proper to communicate to one wishing to find a suitable place to educate two Sons? Particularly what is taught at the institution refer'd to? . . . In regard thy unknown Friend, Dan. Stroud. For Obadiah Brown.

Providence, 10th mo. 29th, 1809. Respected Friend Danl. Stroud—Thy favor 7th inst rec'd the 14th, and not being able from my own knowledge of the School I suppose thou alludes to, I had to obtain the necessary information by enquiry, which I have this day made of a Daughter of Job Scott's, who has been at the School at Sandwich, State of Massachusetts, which is the one I apprehend alluded to by Mary Mitchell and Mary Harper, the character of which they no doubt obtained at New Bedord, as Friends at that place are more acquainted with it than we are in this Place, it being about 60 miles from this.

However, I have heard it repeatedly represented to be a good School, and have no doubt of its proving one that thou will be Pleased with, and thy Children also if they are fond of Learning.

The Price of Tuition I find on enquiry to be Thirty Two Cents per Week for each Scholar, and board may be obtained in the Neighborhood at Two Dollars per Week.

The branches of Learning taught are all that are usually Taught at any School, or that are required to be taught, that is, Reading, Writing, Cyphering, and the Mathematicks as far as Algebra, and Astronomy with the Greek and Latin Languages, all of which are taught by a Man who is said to be a Gentleman, Scholar, and a Christian, and all in a way and manner not incompatable with the Discipline and Principles of our Society, He not requireing or rather discountenanceing any thing in those of his Scollars members of our Society not stoutly conformable to our principles.

I conclude thy children will come either by land or Water, if the former

there will be no better way than thro' this Town, if so I should be pleased to see them at my House, and will direct them. If by Water New Bedford will be the most direct place for them to land at, in that case I would take the liberty of introducing to them Wm. Rotch, Jr. Name as suitable friend to whom thou might address a letter to on the subject by thy Children. I am with esteem thy friend, Obadh. M. Brown.[43]

---

[43] *Ibid.*, Austin Collection, Pkg. 13, vault, Moses Brown School, Prov., R. I.

XIII

Quaker Schools in Central and Eastern Massachusetts, and Southern New Hampshire

A—Uxbridge, Mass.

Records indicate that agitation for the building of a Quaker meeting house was begun at Unbridge soon after the middle of the eighteenth century.[1] Evidence of educational activities in this Community is extant from the last quarter of the eighteenth century:

1778—School Master or Mistress Desired

We . . . endeavored to procure School-Masters or Mistresses to teach Schools in Uxbridge and Northbridge.[2]

1783—School Committee Appointed

We appoint our Friends Elisha Arnold, Israel Sabin, James Smith, Samuel Fowler, Job Scott, Nathaniel Aldrich, Antipas Earle, Joshiah Shove, Amos Baker, David Wardswarth, David Farnum, and Richard Mowry a school Committee who are desired to meet together from time to time . . . as occasion may require and endeavor to encourage a Sufficient number of Schools for the Education of friends Children of this Monthly Meeting . . . to conclude on friends School Rules . . . and especially to see that poor friends children are partakers of Suitable learning, the expense to be paid by this Meeting . . .[3]

1797—Agitation for More Local Schools

The Committee in Charge of the Monthly Meeting School . . . report . . . There appears a Concern Stirring in the minds of Friends in respect to it, tho it appears not to be ripe enough yet to go forward . . . but we do propose that more Schools be encouraged by the Montly Meeting, to be set up in particular Neighborhoods under the immediate Care of the Monthly Meeting. . . .[4]

---

[1] Min. Smithfield Mo. Mtg., 28–XII–1769.
[2] *Ibid.*, 15-XII-1778.
[3] Min. Uxbridge Mo. Mtg., 29–VIII–1783.
[4] *Ibid.*, 29–XII–1797.

1800—Further Subscription Desired for the Monthly Meeting School

The School Committee . . . report . . . they have taken the matter of education into consideration, and propose whether it would not be best to recommend to the Several Preparative Meetings to open a Subscription for the Monthly Meeting School; which proposition being agreeable to the mind of this Meeting . . . and the Preparative Meetings are desired to send up an account of what they subscribe . . .[5]

1801—School Progress Reported

Uxbridge Monthly Meeting have had three Schools under their Committee's Care, notwithstanding some friends have been so inattentive to the Advices of Friends as to send their Children to the Town Schools, and yet declined to withdraw them.[6]

1802—Each Preparative Meeting to Have its Own Local School

We of the Committee . . . propose to have a School set up in each Preparative Meeting three months, for the present year under the care of this Monthly Meeting, and that the expence of the Tutors be paid by the Monthly Meeting, and that they make use of the Interest of the Rachel Thayer Donation for Education towards expence, so far as the back Interest and what may arise therefrom . . . the other expence of boarding the Tutors, and their houseroom . . .be procured by the Individiuals that send their children to the Schools.[7]

1803—Schools Established as Planned

The School Committee made report that there has been Schools set up in Uxbridge, Douglass, and Northbridge Preparative Meetings, agreeable to the direction of the Monthly Meeting; the cost of the Tutors being $72, our treasurer is directed to pay the same to the Committee out of the Rachel Thayer Fund Interest . . .[8]

B—Bolton, Mass.

Minutes of Quaker meetings in this community are extant from 1799. Educational activities are recorded from the same date:

---

[5] *Ibid.*, 26–XII–1800.
[6] Min. R. I. Qr. Mtg., 9–IV–1801.
[7] Min. Uxbridge Mo. Mtg., 26–XI–1802.
[8] *Ibid.*, 29–IV–1803.

1799—Quaker School House Present

Bolton Preparative Meeging requests to be set off or constituted a Monthly Meeting . . . there are 22 families containing about 130 members who appear to be well accomodated with a Meeting House and a School House near it, and are conveniently Situated around them to attend . . .[9]

School Committee Appointed

The Appointment of a School Committee coming under our Consideration, we appoint David Southwick, Thomas Watson, and Thomas Holden to inspect into the State of our Schools from time to time, and Regulate them according to our Discipline.[10]

1800—Man's School to be Conducted

This Meeting thinks best that the School Committee should proceed to set up a Man's School in Friends School House in Bolton Six weeks, . . .[11]

School Committee Obey Instructions

The School Committee report that they have . . . set up a School at our School House six weeks . . . The cost amounts to $17 and 25 cents, which the Treasurer is directed to pay . . .[12]

Monthly Meeting Pays Teacher's Salary

The School Committee presented an Account of $7.33 for Huleah Mowry for teaching a School 7 weeks and 2 days, which is accepted, and the Treasurer is directed to pay the same . . .[13]

1801—Man Teacher Procured

The School Committee Report that they have Procured a Master to teach our School Eight Weeks. The Cost Amounts to Twenty four Dollars, which is accepted, and the Treasurer is directed to pay the same to Daniel Wheeler, Teacher of the School.[14]

Two Schools Maintained

The School Committee report that they have set up two Schools, one kept four weeks five Days, the other Four Weeks three Days, and think they were

---

[9] Min. Bolton Mo. Mtg., 29–III–1799.
[10] *Ibid.*, 20–VIII–1799.
[11] *Ibid.*, 29–I–1800.
[12] *Ibid.*, 26–III–1800.
[13] *Ibid.*, 3–XI–1800.
[14] *Ibid.*, 2–III–1801.

regulated according to good Order. The cost amounts to 9 Dollars, 33 cents, which the Treasurer is directed to Pay. . . .[15]

1802—Maintaining Their Own School, the Quakers of Bolton Object to Town School Taxes

This Meeting having comply'd with the advice of the Yearly Meeting, in regard to Schooling, and we are called upon to pay our proportion to the Town Schools which we think unreasonable . . . and having repeatedly petitioned for the same without any effect, a concern has arisen in this Meeting that some measure might be taken in order that we might get our money, which we think they have no right to, we appoint Thomas Holden and Abel Houghton to lay the same before the Meeting for Sufferings for their advice . . .[16]

Minutes of meetings indicate that the Quakers of Bolton maintained their schools regularly to 1872, and expenses for tuition, repairs of the school and other incidentals paid for by the Monthly Meeting, but reimbursed regularly by the town of Bolton from 1809 for almost the entire money expended for education.

1839—Separate Schools for Boys and Girls Maintained

Your committee to have the oversight of schools, inform that we have opened a woman's school the past summer 12 weeks . . . expense $30. And a man's school was kept the past winter 9 weeks . . . expense $45. The latter is paid by money from the Town of Bolton . . .[17]

1872—*Quaker School at Bolton to be Sold*

Paul A. Randell, Greely Dow, and Jesse B. Wheeler are appointed a committee to sell the School house belonging to this Monthly Meeting, and the school house to be removed from the spot where it now stands.[18]

Quaker Institution Existing from 1799 Finally Discontinued

The committee to whom was referred the selling and moving of the school house . . . report . . . that we have attended to our appointment, and sold the same for $25 . . . expense amounts to 80 cents . . . balance $24.20.[19]

---

[15] *Ibid.*, 30–XI–1801.
[16] *Ibid.*, 26–V–1802.
[17] *Ibid.*, 27–III–1839.
[18] *Ibid.*, 24–IV–1872.
[19] *Ibid.*, 26–VIII–1872.

C—Lynn, Mass.

Loosely organized local Quaker meetings for business were held soon after 1658 in Lynn.[20] A regular monthly meeting was organized by the Quakers in Lynn, 1690, at the home of Samuel Collins on July 18.[21] A Yearly Meeting was held in Lynn in 1695.[22] Records of educational activities among the Quakers of Lynn are extant from the first decade of the eighteenth century:

The necessity for having a friend School-master for Lynn being considered, it is referred to the Monthly Meeting for Consideration.[23]

Further records concerning the operation of Quaker schools in Lynn during the first half of the eighteenth century cannot be found.

1777—John Pope, Quaker School Master

It is recorded that on April 27, 1777, the Friends established a school in the city of Lynn, with John Pope as Schoool Master.[24]

1783—Lynn Preparative Meeting inform this Meeting that they have set up a School for the education of Friends Children amongst themselves, and have agreed with John Pope for the School Master.[25]

1785—John Pope resigned his charge as Teacher of Friends School at Lynn. Henry Oliver is appointed to take charge of said school.[26]

1786—Quakers Obtain Their School Taxes Refunded for Use in Supporting their Own Schools

In 1786, the Friends who had been paying annually toward the support of the public schools, were granted their request to have a portion of their money refunded for use in supporting their own schools.[27]

1795—There was a school established by the Society of Friends in Ward Two, which was partly supported by the town, but years afterward the town withdrew this support. Micajah Collins was the teacher. All the families belonging to that denomination sent their children to this school.[28]

---

[20] Jones, *Quakers in American Colonies*, 141.
[21] Lewis, *History of Lynn*, 291.
[22] Min. N. E. Yr. Mtg., 14–IV–1695.
[23] Min. Salem Qr. Mtg., 6–II–1708.
[24] Parcel XXXVI, Misc. 968, vault, Moses Brown School, Prov., R. I.
[25] Min. Salem Mo. Mtg., 17–V–1783.
[26] Lynn Preparative Meeting, 20–X–1785.
[27] Parcel XXXVI, Misc. 968, vault, Moses Brown School, Prov., R. I.
[28] Lewis, *History of Lynn.*

1825—Quaker School in Lynn Sold

This Meeting is informed that Lynn Preparative Meeting anticipates a favorable opportunity fo disposing of its School House and lot, as it has been for some years past but little occupied, this Meeting recommends that it be left with them to be disposed of as they may think proper.[29]

1834—But Another Quaker School Was Continued

The school at Lynn has consisted of two departments. The principal one was under Anna B. Smith. Subsequently Enoch Hoag was employed for a few months.

The primary school has been under the care of Lydia G. Keene. The number of scholars in both has been about 50, and the expense thereof has been paid by the parents of the scholars, the price of tuition being one shilling per week in the principal school, and nine pence in the primary.

A subscription for a library has been opened by Friends of Lynn, who have subscribed about 375 Dollars for that purpose.[30]

1835—Lynn Preparative Meeting School which was kept nine months, was suspended the other three months for want of a Teacher . . . [31]

D—Salem, Mass.

Salem too had loosely organized Quaker meetings for business soon after 1658.[32] Minutes of meetings are extant from 1677. Educational activities are recorded from the first decade of the eighteenth century:

1708—Quaker School Master Needed

The necessity for having a Friend School-master for Salem . . . being considered, is referred for the Monthly Meeting for Consideration . . .[33]

1717—Salem Quakers Pronounce Presbyterian Schools Anathema

Salem Quarterly Meeting caled on They p'sent an Epistle . . . that they have agreed to restrain all ffriends belonging to that Quarterly Meeting from sending their Children to the Presbeterian Schools or to learn in their books . . . and for answer, we refer them to a Minit of the Yearly Meeting in the Year 1708 . . .[34]

---

[29] Min. Salem Mo. Mtg., 24–XII–1825.
[30] Min. N. E. Yr. Mtg., VI–1834.
[31] *Ibid.*, VI–1835.
[32] Jones, *Quakers, in American Colonies*, 141.
[33] Min. Salem Qr. Mtg., 6–II–1708.
[34] Min. N. E. Yr. Mtg., 17–IV–1717; also see minute of N. E. Yr. Mtg., 14–IV–1708, quoted in Chapter Two of this study.

1743—Salem Quakers Order Text-Books

The book ordered to be Printed called George Foxes primers being near finished, it is Desired that the several Monthly Meetings send the money for what Books they Subscribed for to Samuel Pope and Elisha Collins at Boston as soon as may be; the books are 2/8 a piece old tenor . . .[35]

1795—Quaker School Committee Appointed

The Subject respecting the promotion of Schools under the Special care of the Monthly Meetings . . . we recommend the same to the particular notice of Monthly Meetings . . . and appoint our Friends John Hodgson, Richd. Dame, Stephen Sawyer, Marble Osborne, Andrew Austin, Paul Rogers, Benjamin Folsom, Stephen Gore, Benjamin Dow, John Gore, Daniel Gore, Squire Shove, Henry Oliver, Daniel Buxton, Jun., and Joseph Philbrick a committee to encourage and promote the pious education of our youth under the care of Monthly Meetings . . .[36]

1796—School Committee Submits Encouraging Report

The Committee appointed . . . on the Subject of Schools report . . . we have paid some attention to the subject . . . and have given such advice and assistance as seemed necessary toward promoting the design, which in general appeared to be well taken, and committees in each Monthly Meeting are appointed to the care and encouragement of schools, which in some meetings are in forwardness, and some provision is made in each Monthly Meeting . . . But the scattered situation of Friends in some meetings seems to retard the work at present, yet we think the Concern is Encreasing . . .[37]

1801—Prospects for Quaker School in Salem Not Hopeful

The Committee on education . . . report . . . that they have attended the matter, and used their endeavors to promote Schools, agreeable to the advice of the Yearly Meeting, But there appears not much prospect of succeeding therein at present . . .[38]

1821—Money Left for the Education of Quaker Children

We have heard from time to time a request from Salem Friends, for the use of the income of the Alice Needham School Fund to enable some Quaker boy or girl to attend some School or College. By the will of Alice Needham,

---

[35] Min. Salem Qr. Mtg., 12–VII–1743.
[36] Min. Salem Qr. Mtg., 10–XII–1795.
[37] *Ibid.*, 2–VI–1796.
[38] *Ibid.*, 10–V–1801.

which was approved April 1, 1821, provision was made for the establishment of a school for the education of the Children of Friends residing in Salem and Danvers.

The first mention of the school on the records was in 1826, when the Trustees of the Fund made a report to the Salem Preparative Meeting which was forwarded to the Monthly Meeting.

The Original Fund as reported which was turned over to the Trustees in 1830 was $2417.47 . . . Report made to the Salem Monthly Meeting. We with Stephen Chase being the Committee appointed to receive and manage the legacy left to this meeting some time since by our late Friend Alice Needham by her last will in the following words—

All the rest and residue of my estate not otherwise disposed of, I give and bequeath to the Meeting or Society of Friends at Salem known by the appalation Salem Preparative Meeting in Which the Friends of Danvers are included, it being a branch of Salem Monthly Meeting; and this I give hoping it may aid and encourage other donations . . . the interest of which is to be applied to the use of a School for the Children of Friends within that district; and my will is that no part of the fund thus left be applied to any other purposes than that of education as above directed . . .
Wm. E. Hocker, Johnathan Nicols, Trustees.[39]

1834–1845—Quaker School Established from Fund

A school was opened in Danvers in 4th Month, 1834, under the care of Jayne Nichols for teacher with 28 scholars as a Preparative Meeting School. It was discontinued during the following winter, but was resumed the next year. The yearly rental of the School Room was $18. The salary of the teacher for 26 weeks in 1836 was 78. The expenses of the School in 1839 was $90 including the teacher's pay. In 1845 the School was discontinued, having been held continuously up to that date. George F. Reed was the last teacher mentioned.

1847 1872—Fund Appropriated to Pay for Education of Quaker Children at the Yearly Meeting Boarding School

In 1847, twelve Friends Children were sent to the Yearly Meeting Boarding School in Providence, R. I., on the income of the Alice Needham Fund. This practice continued until 1872, when Wm. E. Page appears to be the last one mentioned that attended the School on the Fund. In all 45 boys and girls have been sent to school from the Fund.[40]

---

[39] Min. Salem Mo. Mtg., III–1830.
[40] Ms. in possession of G. C. Herbert, Lynn, Mass.

E—Richmond, N. H.

The first records found of Quaker educational activities in Richmond are entered the latter part of the eighteenth century as a result of the Yearly Meeting advice on education sent to every subordinate meeting:

1795—Committee on Education Appointed

And Josiah Barrett, Benjamin Dexter, Nathan Harkness, and Israel Sabin are appointed to take the educational Advices and Propositions therein Contained into Solid Consideration, and report to next Monthly Meeting their Prospects thereon. . . .[41]

Quakers are Teachers of District Schools

The Committee on Schools report . . . that no School has been kept under the direction of the Monthly Meeting, the reason of which is that Friends live so remote that it can not be come at without the Ill-convenience of boarding our Families. District Schools have been kept . . . Upwards of three Months last year. Four of these schools were kept by Friends . . . and one school was kept three Months by Subscription by a Friend, at which Schools our Children have most been educated . . .[42]

1800—Quakers to Have School District Set Apart for their Children

The School Committee . . . have several times met . . . it seems best to us that this meeting endeavor to set up a School . . . we have solicited the School Men of this Town . . . and were favorably received by them, and there was a fair prospect that our petition would be cordially accepted, that our Friends set up as a District or Squadron by themselves, . . . but we met with a disappointment herein from an unexpected Quarter by which means our desirable prospect was sorrowfully blasted . . . but not at all discouraged . . . and think it will be best to set up a School as soon as may be convenient to be held two months at our Meeting House, said School to be under the care and direction of the Meeting, and we think it best that the Meeting recommend a Subscription for the purpose of defraying the Expence thereof.[43]

1801—Some Quakers Send their Children to Forbidden Schools

The Preparative Meeting was informed that . . . the School directed

---

[41] Min. Richmond Mo. Mtg., 22–X–1795.
[42] *Ibid.*, 24–XII–1795.
[43] *Ibid.*, 20–XI–1800.

by the Monthly Meeting has been kept two Months . . . but that some . . . sent to the Towns School, not kept by a Friend, quite neglecting ours, which was nigher, and more convenient . . .[44]

The Offending Quaker

Daniel Cass having scandously defamed a neighboring Friend . . . and last winter Sent his children to the Town School contrary to the Yearly Meeting Advice, his children passing by Friends School in going to the Town School, and not giving us any satisfaction when labored with . . . we submit the case to the Monthly Meeting . . .[45]

Town Money for Quaker School Temporarily Withheld

Friends have not obtained their proportion of the School money as they had reason to expect by the favorable reception they met with from the Select Men who gave encouragement that it should be granted . . .[46]

1805—Schools for Boys and Girls Set Up Separately

The School Committee thought it would be best to set up a School for One Month under the direction of the Monthly Meeting Soon, and that a Woman School be set up in the warm Season as Long as they thought best . . . and that the cost of paying the Teachers be paid out of the Interest of our Donation . . .[47]

1808—Quaker School House to be Built

This Meeting concludes to erect a School House that Shall be 26 ft long 20 ft. wide, and 10 ft. posts . . . School Committee report the expense when completed . . .[48]

1835—Proposition to Build Another School House Postponed

We your Committee on the Subject of Schools . . . propose building a School House . . . one Suitable for, us the Cost of which not exceeding $200, and to be placed on Levi Wheeler's land, the expense to be paid Out of the interest of the Donation . . .[49]

The Subject of building a School House Coming into Consideration is dismissed for the present . . .[50]

---

[44] *Ibid.*, 22–I–1801.
[45] *Ibid.*, 23–VII–1801.
[46] *Ibid.*, 19–III–1801.
[47] *Ibid.*, 24–I–1805.
[48] *Ibid.*, 22–XII–1808.
[49] *Ibid.*, 19–IV–1835.
[50] *Ibid.*, 17–IX–1835.

The Richmond school committee reported the progress of their schools regularly from 1795. The minutes also contain annually the records of children sent to the New England Yearly Meeting Boarding School, which removed considerable responsibility from the various Quaker communities in respect to the education of their children.

F—North Weare, N. H.

Minutes of Weare Monthly Meeting are extant from *1795*. An education committee was appointed *I–1796*, but the minutes of meetings contain no report submitted by this body. In *1803*, South Weare Preparative Meeting revived the matter of education; the Monthly Meeting approved and recommended subscriptions which were taken up, and the sum of $2039 was pledged for the "use of Schooling."

Schools were thereupon set up in each of the three preparative meetings—*Henniker*, *South Weare*, and *North Weare*, all under the direction of the Weare Monthly Meeting. The minutes of meetings reveal that the three schools were under the control of one teacher, and that the term of school varied considerably in length. Henniker Preparative Meeting school was in session only every other year. After *1812*, the minutes of meetings are silent as to the progress of these three schools.[51]

1834—Clinton Grove Academy for Boys and Girls

Clinton Grove Academy was established in 1834, being financed by individual Quakers. Moses Cartland, a former teacher at the Yearly Meeting Boarding School, was Principal of the school until 1841, and at intervals later. From an announcement issued in 1841, the description and purpose of the school may be had:

> Arrangements have recently been made to continue this Institution, under William H. Grove as Principal. Pupils will be admitted at any time when they choose to enter.
>
> The Institution is located in a pleasant and retired part of the town, alto-

[51] Parcel XXXVI, Misc. 968, vault, Moses Brown School, Prov., R. I.

gether aside from the noise and bustle of business; rendering it a very appropriate situation for study, while at the same time it is free from idle and vicious company.

Parents who wish to place their children here are assured that every effort will be made to maintain good moral habits and correct discipline among the students.

A boarding-House is connected with the School, under the care of a gentleman well qualified for the charge, where all who attend except those resident in the immediate neighborhood, will be accomodated.

Scholars are not allowed to leave the grounds of the Institution without permission, and they are answerable at all times to the Teachers for misconduct while absent.

The English Branches usually studied at Academies, will be taught at this Institution.

Terms

Board and Tuition, $22, per quarter, twelve weeks; the terms and regulations for Females the same. Each pupil may furnish his own class books, or they will be supplied at the Institution for one dollar per quarter. Moses Sawyer, Israel Hoag, Moses A. Hodgdon, Weare, 7th Mo. 5th 1841.[52]

Directors.

1868–1876—Continuation of Clinton Grove Academy

In 1868, three of the town school districts united and bought the academy buildings. And in 1871, Chas. H. Jones, a noted Quaker teacher, took charge of the school. The next year the school buildings were burned, and the institution was continued in the Quaker South Meeting House. A large district school house was built in 1874, and Chas. H. Jones had that year 170 pupils, but two years later the academy was discontinued.[53]

Concerning Another Quaker School in the Vicinity of Weare, N. H. Directed as a Private Enterprise About the Middle of the Nineteenth Century

North Weare, N. H., Nov. 26, 1926. My dear Mr. Klain: Your letter of August 9th should have been answered long ago. I expected to find some

---

[52] Austin Collection, Pkg. 25, vault, Moses Brown School, Prov., R. I.
[53] Parcel XXXVI, Misc. 968, vault, Moses Brown School, Prov., R. I.

material in our records in regard to the school taught here by Abigail Fry of Sandwich, N. H., but have come to the conclusion that the school was carried on as a matter of private enterprise, and does not appear in the meeting records. This appears to be true also of the Friends' Academy at Clinton Grove, taught by Moses A. Cartland and others. In regard to Abigail Fry's school, I do not know of any records that would be of use. The locaition of the school was about a quarter of a mile from my home, but there has been no building there within my recollection.

My father, Lindley H. Osborne (1833–1920) attended this school when a small boy, and an old lady now living here in town, more than ninety years old, was also one of the pupils. It is my impression that the work of the school corresponded very closely with that done in the ordinary district school of that time. On "fourth days" the school used to walk in a body to the Friends' Meeting House about a mile away to attend the regular midweek meeting.

I have not succeeded in getting anything definite as to the date of establishment, nor how long the school continued, but think it must have been about 1840 to 1845. I can only guess at the number of pupils, but should doubt if there were more than twenty or twenty-five.

From all accounts Abigail Fry was a very strict disciplinarian, and sometimes harsh in her methods, but was considered a very excellent teacher. Rigid adherence to Friends' testimonies and "plainness in dress and address" seems to have been the principal objects of the school . . .[54]

Alfred Osborne.

---

[54] Letter in possession of author.

XIV

Quaker Schools in Maine

As early as 1662, Alice Ambrose and Mary Tomkins, Quaker women, penetrated into the Province of Maine. Inroads were made later by the Quaker missionaries, Samuel Fothergill, David Sands and others.[1]

A.—Falmouth

Minutes of meetings disclose very little educational activity among the Quakers of this community.

1803—Quaker School Committee Appointed

This Meeting taking under consideration the situation respecting Schools appoint William Cobb, William Winslow, John Horton, Nathan Winslow, William Purinton, and Greely Hannaford a Committee to Confer with and advise Friends in respect thereto, and report what encouragement they meet with to the Monthly Meeting . . .[2]

After a careful search through the minutes of meetings no report can be found submitted by the above committee. If a school was maintained in this community by the Quakers during this period, no record of it was made in the minutes of meetings. The only other evidence found in respect to education in this community is the following:

1837—Report of Quaker Schools

1 family school the past year, its duration has been about ten months, 8 children have attended ,two of whom are not members of the Society of Friends . . . Other Friends Children have attended school taught by Friends about 8 mos. . . . 2 children have attended the Yearly Meeting Boarding School the past year, while two other children attended the school at shorter intervals, one six months, the other two months.[3]

---

[1] See Collections of Maine Historical Society, III, 71, 154; VII, 221; David Sand's *Journal*, 11–25.

[2] Min. Falmouth Mo. Mtg., 27–I–1803.

[3] *Ibid.*, 25–V–1837.

B—Windham

A Quaker Academy About the Latter Part of the Eighteenth and Early Nineteenth Century at Windham

Among the almost forgotten institutions of Windham was the Quaker Academy of which so little record remains that we seem to have but little knowledge of its character and influence. The building is said to have been two stories high, and was located in the Quaker meeting house yard, the upper part of the building being used to board the pupils who lived a distance out of town.

John Neal, at the age of seventy-three, writing of his early education said—I had been to a Quaker boarding school at Windham, where they starved and froze me for two long winters . . . Our master, Noah Reed, a devout man, though rather harsh, having no mercy on us . . .

This probably was about the year 1800, or a little before, but what year this school was established we have no knowledge . . . Noah Reed, the master, was born in Attleboro, Mass., Sept. 21, 1755 . . . He removed to Windham and joined the Friends Society in 1788 . . . He died April 4, 1844, aged 88.[4]

In accordance with the belief that Friends children be educated in Friends schools, the Friends in Windham, Maine, began early to make preparation for a higher education for their children and youth than could be obtained at our common schools. Before the commencement of our present century (*i. e.*, before 1800) the Friends had erected a large building, and put in operation a boarding school near the site of their present place of worship in Windham.

Of this institution we can state but little, for no record in regard to it can be found in Windham, but that it was carried on for several years is doubtless true . . . It is claimed this was the first and only school of the kind ever established in Windham, and was known as the *Quaker Academy.*

Of the officers and teachers of this school we know nothing, not even from tradition; it appears however that the building was subsequently used for the town school, and among the teachers there was the celebrated Robert Blair, known far and wide as *Master Blair*, a Friend, born and reared in Ireland . . . he landed in Portland in 1794, 20th of the 6th Month. He began to teach school in Falmouth, the 30th day of the 6th Month, 1794. He brought letters of recommendation as a teacher and minister of the Quakers. His credentials were accepted and he filled the place of teacher and minister acceptably until his death June 17, 1847.[5]

---

[4] Clipping from *Narraganset Sun*, Gorham, Maine, no date designated.
[5] *Ibid.*

1801—Quaker School Established, But Too Much Opposition Experienced

This Meeting having so far endeavored to comply with the requisition of our Yearly Meeting respecting Schools as to employ a Master and set up a school at Windham under the direction of the Monthly Meeting, but it meeting with such opposition from many of the members from this Meeting; and others neglecting to come forward in its support, we find ourselves under the necessity of dismissing said school and the Committee also, and have at present no prospect of deriving any advantage from school in the guarded manner which it has been the concern of Friends to recommend . . .[6]

But the Quakers of Windham did maintain a school for their children, though rather spasmodic up until 1858. From this year the school was conducted quite regularly:

There is remaining one Monthly Meeting School Endowment at Windham, Maine. Its fund is about $800. This School was suspended last year for the first time in thirty years, by reason of increased High School facilities of the town. The fund is increasing for future use.[7]

C—China

Mnutes of meetings from this community are extant from 1813. No records of educational activities are found until 1835, but these records indicate that education committees had been appointed prior to that date:

1835—Quaker Schools Recommended

The committee on the subject of education have conferred together and with other Friends at Different times . . . It has been a satisfaction to find a prevailing unity . . . in the minds of Friends herein, but on account of our scattered local situation, and pecuniary circumstances, no way at present seems to open to remedy the evils which we unitedly lament, yet we believe that family schools in many places might be usefully set up, and in neighborhoods when it is practicable the uniting of two or more families would render the expense less and rneder an increase of usefulness; and the committee believe that if the subject is entered into this way, the way may hereafter open for the setting up of preparative meeting or monthly meeting

---

[6] Min. Falmouth Mo. Mtg., 30–X–1801.
[7] Min. N. E. Yr. Mtg., 11–VI–1888.

schools; we could wish that the attention of friends might be generally called to the subject, and that the concern might be kept alive, we think it will be best to keep a committee under appointment from each preparative meeting to advise and assist as way may open. Asa Jones, Elizabeth Cole, on behalf of the Committee.[8]

1836—Small Quaker School Maintained, Committee Urge the Establishment of More

The committee on the subject of education report . . . 2 family schools have been kept each about three months, and some preparations are being made to set up others the present season, although the beginning has been small, and although friends may seem to sustain a loss by not sending their children to town schools with which we are privileged, yet we believe that if a change could take place . . . that while our children are acquiring learning to fit them for the business of this world, they too may be instructed in those principles and practices that are peculiar to us as a society, and be freed from those temptations and that corrupting influence that ever await them in attendance of mixed schools to turn them aside from the simplictity of our profession. Asa Jones, Susannah Jones, on behalf of the Committee.[9]

1838—Guarded Education Losing Ground, Other Schools Appeal to Quakers

The committee on education report that little has been done the past year, Friends being in the practice of sending their children to mixed schools, and we believe in order to effect a reformation. Friends must feel more deeply interested in the guarded education of the youth of our society, and the lasting benefit of the young amongst us . . . Ephriam Jones, Mary Estes.[10]

D—Vassalboro

The Quaker missionary, David Sands, in 1760 penetrated the Maine woods to Vassalboro. There he found a man, Remington Hobby, "solid in judgment, inclined to a religion of inward reality." Under the personal influence of the Quaker missionary, this man became the nucleus of the Quaker organization in the Vassalboro community.[11] Minutes of Quaker meetings here are

---

[8] Min. China Mo. Mtg., 16–V–1835.
[9] *Ibid.*, 14–VI–1836.
[10] *Ibid.*, 15–V–1838.
[11] Sands, *Journal*, 25 ff.

extant from 1787. During the last part of the eighteenth century the minutes contain evidence of educational activities:

1794—Land and Building Donated for Use of a Quaker School

We are informed by the Preparative Meeting at Vassalboro . . . that John Taber Proposes to give to this Preparative Meeting for the use of a school to be under the government of the Monthly Meeting a piece of land Ten Rods wide on the Road from the West end of the School house as it now stands to the East End of his lot including the half acre he gave to set the school house on, also his kitchen and leanto on the west side of it . . . which this Meeting accepts, and agree to move said House on Said land, and fit it for the use of a school, if the Monthly Meeting concurs with the proposals, which this Meeting accepts, and appoint Moses Sleeper, Stephen Hussey, and Jacob Taber, Jun. to have the care of Removing said house, and fixing of it for the use of the school, and to take a deed of said premises for and on behalf of the Preparative Meeting at Vassalborough . . .[12]

Further action taken by the Quakers of this community concerning the donation above quoted for educational purposes is not mentioned in the minutes of meetings. A small local school was probably maintained here by the Quakers similar to the ones in other communities. Certain it is that the Quaker educational facilities in the Vassalboro district in the last decade of the eighteenth century were not outstanding, otherwise Quaker children would not have been sent away to other Quaker communities for their education as the following minute reveals:

John Taber informs that he has thought of sending his son Daniel within the compass of New Bedford Monthly Meeting to School, and desires a few lines on that account, and this Meeting feeling no objection, the clerk is desired to furnish him with a copy of this minute, he being a Member of this Meeting . . .[13]

1799—Quakers not Satisfied with their Small Local Schools Recommend the Establishing of a Monthly Meeting Boarding School

This Meeting's School Committee . . . reports . . . We have Divers times Mett upon the subject of Schools and Education in general as

---

[12] Min. Vassalboro Mo. Mtg., 19–II–1794.
[13] *Ibid.*, 17–VI–1795.

Respects our Monthly Meeting, and have Endeavored to promote the same by Encouraging District or private schools in the several settlements of friends, and Inquiring after suitable Masters, and imploying Such as we could obtain and our circumstances would admit of; we have been able in some places to keep up Schools of Some kind in a Measure Consistant with the Regulation of Friends, but the Situation of our Settlements are such, particularly many families So Intermixed with those of other professions together with the Difficulty of Obtaining Qualified Tutors for So many Small Schools that Neither those Schools nor any plan in this private way that we have been hitherto able to hit upon seems to answer the desired purpose.

We therefore for the promotion of a more useful and guarded Education of our youth, give it as our sense and Judgment that this Meeting proceed to the Establishing of a Monthly Meeting Boarding School upon a plan in some Measure Similar to that of Windham to be at all times open to the advice and Direction of the Quarterly Meeting's School Committee, and to be carried into Effect as soon as may become at without too much Imbarrassment. Signed on behalf of the Committee, Reuben Fairfield.

Which this Meeting accepts, and Request the School Committee to draw a plan of the proposed Institution, and forward the same to this Meeting, as they shall think the nature of the case may require.[14]

1801—Dimensions of the Monthly Meeting Boarding School

This Meeting's School Committee Report as follows, the subject of a Monthly Meeting Boarding School again coming under Consideration, it is our sense and judgment that the Monthly Meeting proceed to the Building a house to accomodate said schoool, 25 by 60 feet, and 2 Story high, as soon as a Lott and land can be obtained to Build said house upon, and as soon as the Monthly Meeting shall feel able to go forward with the same . . .[15]

Not until nearly a decade later is mention again in the minutes of meetings found of a Quaker school house in this community. The writer after a careful examination of the records feels that the school planned from 1799 to 1801 was actually built and operated, but no direct evidence of this can be found in the minutes of meetings, although the term *Quaker school house* appears several times as follows:

Received a few lines from the River Preparative Meeting requesting the

[14] *Ibid.*, 17–IV–1797.
[15] *Ibid.*, 15–IV–1801.

liberty of holding their particular meeting and also their preparative meeting at *Friends School house.*[16]

1811—And School Committees Were Appointed Regularly

Moses Sleeper, Joshua Fry, Moses Starkey, Reuben Fairfield, John Sisson, Moses Dow, and Samuel Hawks are appointed a *School Committee for one year.*[17]

1824—Quaker Pupils Sent Annually to the Yearly Meeting Boarding School

Lydia Ramsdell having applied for privilege of attending the Boarding School at Providence to qualify herself for teaching school, we think it may be suitable for her to fill that place.[18]

Esther Austin has applied to the School Committee for the privilege of going to the Yearly Meeting Boarding School . . .[19]

Minutes of meetings in this community indicate that educational facilities similar to those already quoted in this chapter were provided by the Quakers of Vassalboro regularly from the latter part of the eighteenth century.

1849—Origin of Oak Grove School at Vassalboro[20]

During the year of 1849, John D. Lang and Ebenezer Frye of Vassalboro; Samuel Taylor of Fairfield, and Alden Sampson and Alton Pope of Manchester, all prominent and well-to-do Quakers, met in the home of John D. Lang several times to formulate a plan for the establishing of a school where the children of Kennebec County, Maine, might receive careful training. Each of the above men contributed $1000 for the founding of such a school. John D. Lang also gave an acre of land for this project, and the building of the structure was left in the hands of Ebenezer Frye. Under his direction a substantial school of two and a half stories was erected at a cost of $2,500. This building contained a com-

---

[16] *Ibid.*, 19–XII–1810.
[17] *Ibid.*, 16–I–1811.
[18] *Ibid.*, 18–II–1824.
[19] *Ibid.*, 15–VIII–1827.
[20] Information of the origin of the school to 1857 was obtained from sources and early catalogues of Oak Grove seminary supplied by Mrs. Eva Pratt Owen, Vassalboro, Maine; also Mitchel and Davis, *Vassalboro Register.*

fortable and pleasant school room where all the pupils could meet together; two class rooms; a museum afterward used as a library and art room; and two play rooms, one for boys, and the other for girls.

William Hobbie, a vigorous man and a natural teacher, was the first principal at the opening of the school in the fall of 1850. The school during the first years of its existence developed deficits out of proportion to the size of such an enterprise. This was occasioned mainly because pupils from a distance who could not live at home found it difficult to secure living accommodations in the vicinity of the school. The enrollment was thus restricted to a few. Realizing the situation, the founders determined in 1855 to secure sufficient additional funds to enable the adding of a dormitory and boarding house to the school.

The original sponsors of the school contributed again liberally; other Quakers also pledged their support; the money was secured, and the necessary addition to the school was erected in 1857.

In 1854, by a special act of the legislature, the institution had been incorporated under the name of *Oak Grove School*. After the additions to the original building had been completed in 1857, the name was changed to *Oak Grove Seminary* again by legislative enactment, and the name has been retained to this day.

At the second start of the school in 1857, Eli Jones, who had worked untiringly to secure funds necessary for the boarding of students at the school, was appointed principal. The enrollment for that year was reported to be 140. Beginning with *1858*, the progress of the Oak Grove Seminary was recorded annually in the Yearly Minutes of Meetings:

> In the account from Vassalboro Monthly Meeting, we are informed that Oak Grove Seminary, a Boarding School, wholly under the care of Friends, within the limits of that Meeting, is now in successful operation, under the immediate charge of Eli Jones and Sarah B. Taber, as principal teachers, and that the progress of the pupils, at their examination at the close of the last term, was satisfactory to the Board of Managers. The average attendance of scholars during the present term, has been about 90, of whom 76 were members of our Society. Henry T. Wood, Clerk.[2]

[2] Min. N. E. Yr. Mtg., 16-VI-1858.

1859—Appended to the account from Vassalboro Monthly Meeting is a report of Oak Grove Seminary, which continues in successful operation, under the charge of Albert K. Smiley, as principal, aided by a male and female assistant. The average attendance of the pupils of this school has been 70, of whom about one half were members of our Society. In this institution instruction is given in the Common and most of the higher English Branches; in Mathematics; and in the Latin and Greek Languages; and the examinations, which have been attended by a number of the committee on education in the neighborhood, are reported as highly satisfactory.[22]

Under the able leadership of such competent Quaker educators as Eli Jones, Albert K. Smiley, Augustine Jones, Richard M. Jones, and Edward H. Cook, high scholastic standards were set for the school during its early years.

1882—School is Commended by the Committee on Education, and Endowment Requested

An Educational Conference was held at Oak Grove Seminary . . . more especially in the interest of the Institution. The school has thru many years sustained a high reputation, and has accomplished a very large amount of the educational work with quite limited means. Its method has been to adhere quite closely to the essentials in education.

The beautiful and accessible location, the number of intelligent and promising children within its influence, who have not the means of expensive education, and the ever-increasing demands for denominational schools, forcibly suggest the need of a generous endowment, and an excellent opportunity for Friends with the far-seeing purpose of Moses Brown or Dr. Joseph W. Taylor. . . .[23]

1883—Report of Burning of School, Plea for Funds to Rebuild

We have met with a great, but we hope not irreparable loss, without insurance, of the Seminary at Oak Grove . . . We will cherish the hope that someone will rebuild on a more generous and broader foundation, that the good work begun may continue as heretofore, with increasing power, to mold the character of the citizens of a large district in Maine . . .[24]

---

[22] *Ibid.*, 15–VI–1859.
[23] *Ibid.*, VI–1882.
[24] *Ibid.*, 8–VI–1883.

1884—Plans for Rebuilding of School; Institution to be Taken Over by the Yearly Meeting

The re-endowment and re-building of Oak Grove Seminary at Vassalboro, Maine, were thoughtfully considered . . . It is felt that the Institution ought to be on a larger scale and broader basis than before, and that the funds should be sufficient to give it character and respect at once.

If success is met with in raising funds, the Yearly Meeting might be requested to take and hold the same, and manage and direct said scheme in the same manner as it assumes the care of its other Institution . . .[25]

1885—Transfer of Oak Grove Seminary to Yearly Meeting Completed

Report of Committee on Oak Grove Seminary . . . Immediately after the close of our last Yearly Meeting, steps were taken to have the property of the school, which was held by a Board of Trustees, transferred to the New England Yearly Meeting. A warranty deed to this effect was properly executed, and recorded in Kennebec County, State of Maine, then deposited into the hands of George Howland, Jr., Treasurer of the Yearly Meeting.

The property thus transferred consisted of about one and a half acres of land, with a large boarding-house, partly furnished, with room to accomodate 60 scholars; a stable large enough for the needs of the Institution, and a building which had been used as a gynmasium.

More Land Obtained for School

Your Committee were of the opinion that if the School was to be built up and become such an institution as it should be, more land was needed to start upon. On the north side of the school property is a piece of land about three acres in extent, which it seemed best to add to the school premises if possible. Application was made to Burleigh and Bodwell, who owned the property, to see upon what terms it could be secured. They very generously made a free gift of it to the Yearly Meeting.

On the west side is also a small lot, which we purchased for $50. On the east line is also another one-half acre, which we needed to make a square lot. This was the property of Millie Whiting, who has also kindly made a gift of it to the Yearly Meeting. This gives the Yearly Meeting about six acres of land, sufficient for the needs of the school.

State Aid Procured and General Subscription Raised

Application was made to the legislature of Maine for State aid, to assist

---

[25] *Ibid.*, 13–VI–1884.

in carrying on the school. They kindly responded to our appeal, and granted us $300 for two years.

The building which had been used as a Seminary having been burned, a subscription was entered into to secure funds to erect a suitable building for this purpose, and to make the proper repairs of the present buildings. Something over $4000 has already been subscribed.

Repairs and Additions Made

Repairs and considerable additions have been made to the furnishing of the boarding house, in the line of bedding, crockery and the like. An architect was employed to make a plan for the new school building to be connected with the present boarding house, which has been done, and is now nearly ready to place in the hands of the contractor. Work will begin at once, and the buildings will be ready for the opening of the Winter Term. When this is done there will be accomodation for 100 students.

Subjects Taught, Teachers, Enrollment

3 terms of School of 12 weeks each, have been in operation during the year, under the care of Chas. H. Jones, Principal and Teacher of Mathematics and Natural Science. Ellen A. Winslow, Preceptress and Teacher of Latin, French, German and Literature; Emily S. Weeks, Teacher of Drawing and Painting; H. Elizabeth Jones, Matron.

At the Winter Term there were 45 scholars—27 boys; 18 girls.
At the Fall Term there were 47 Scholars—32 boys; 15 girls.
At the Spring Term there were 66 scholars—40 boys; 26 girls.

The Principal was obliged to refuse several who made application at the opening of the Spring term for want of room. . . . Chas. H. Jones having taken the School in charge from the old Board of Trustees, and entered upon the School year, before our appointment, we deemed it best to let him proceed as he had proposed, thru the year.

The School was visited by members of our Committee . . . The Principal seemed to be carrying on the work ably, and also much interest was manifested by the scholars . . . Enough evidence has been produced to prove the wisdom of the Yearly Meeting in taking charge of this Institution . . .[26]

1888—Pupil Sets New School Buildings on Fire

The School opened on 8th Month, 30th, 1887, with 98 scholars. Early on

[26] *Ibid.*, VI–1885.

the morning of the 9th Month 1st, the alarm of fire was sounded . . . The west end of Baily Hall was encircled with flames, already under such headway that nothing could avail to save the buildings. In a very short time Baily Hall and the Boarding House were completely destroyed with their contents. As all the inmates of the Seminary were in bed at the time, it was with difficulty they were rescued; the majority escaped in night clothes. Little Stephie Jones, Nephew of our Principal, C. H. Jones, was unable to get out, and perished in the flames. We are confident it was no neglect on the part of either Principal or teachers that this event occured.

At a meeting of the school committee at the Seminary, called at once, it was decided to fit up the gymnasium and stable, suitable to accomodate a temporary school, and continue through the year. This was done the following week at the expense of $713.19, including new seats, desks, and schoolroom furniture suitable to put in the Seminary when rebuilt.

On Sabbath morning, prior to the time set to open the School in these temporary quarters, and while Friends were gathered in the house of worship, the alarm of fire was again given. It was found the fire set in what was the old stable, and was under full headway, so it wwas impossible to save the buildings; but all the new school furniture was rescued. This fire destroyed everything in the shape of school buildings on the Yearly Meeting property at Vassalboro, Maine.

A detective was employed by the town of Vassalboro to ascertain the cause of the two fires. They both proved to be incendiary, and set by George Harrington, Stockton, Maine, who for the past year, and up to this time, has been a student at the Seminary. He is about 15 years of age. He was arrested, pleaded guilty and is now serving sentence in Maine State Prison, with life sentence suspended.

After the second fire, temporary quarters were again fitted up in Greenwood Hall, near the site of Oak Grove, where three terms of school were held. . . .

Funds Again Raised Through Subscription, School Rebuilt

Your Committee, considering the case of the Oak Grove Seminary, felt that there was a growing need for such a school in the eastern part of the Yearly Meeting, and also that the church demands such an institution. Therefore permission was asked of the Representative Meeting . . . to rebuild, providing funds could be raised for that purpose without involving the Yearly Meeting.

With $7,000 insurance on buildings burnt, $2,000 given by citizens of Vassalboro, $5,000 subscribed by Charles M. Bailey, with other subscriptions gave the Committee confidence to proceed at once.

We have now in process of construction a fine school building, 40 by 70

feet, with a south wing 40 by 50 feet, three stories high, with basement, and north wing 35 by 40 feet, 2 stories high, with basement; all to be built in first class manner, steam fitted . . . for $15,872 to be finished on 9th month 1st, 1888. This will make it possible to open the school year the latter part of the 9th month.

We would ask the Yearly Meeting . . . to give of their means to furnish the new building . . . Chas. H. Jones whose farm adjoins the Seminary property has donated five acres of land to the Yearly Meeting . . .[27]

1889—Outstanding Donation to the School by Chas. M. Bailey

The total cost of the new buildings, furniture and improvements amounts to $22,000. Charles M. Bailey made the following proposition—that if the Yearly Meeting would increase the amount then in the treasury to $20,000, to be invested as an endowment fund, the income to be used for the running expenses of the school, he would assume the total cost of the school buildings and furnishings, and present it free of debt to the New England Yearly Meeting . . . We have taken the necessary steps to secure the needed $20,000, and $17,000 is now already secured. Chas. H. Jones, Principal expressed his desire to withdraw from any further connection with the Institution at the close of this school year. . . .[28]

1891—More State Aid

This year 131 scholars have attended the Oak Grove Seminary. The Legislature of Maine at its last session, recognizing the good work done by the Institution in developing the character of our youth, made an appropriation towards its support of $800 a year for ten years to come. Rufus M. Jones, Principal . . .[29]

1892—School Continues to Grow

The enrollment this past year has been 123 . . . During the school year a large and finely finished gymnasium, 80 by 30 feet, has been erected on the grounds north of the school building, and presented to the school by our friend Chas. M. Bailey, who has also dontated $798.12 to balance the school accounts. $100 was donated by a friend for a philosophical apparatus. The board and tuition of 10 pupils was paid during the year thru the generosity of friends of the school . . .[30]

---

[27] *Ibid.*, 7–VI–1888.
[28] *Ibid.*, 17–VI–1889.
[29] *Ibid.*, VI–1891.
[30] *Ibid.*, 10–VI–1892.

1893—More Additions Acquired

There has been 135 pupils in attendance this past year . . . A five-inch Alvin Clark telescope was donated to the school by H. O. Jopson, Lynn, Mass.; also a fine piano was obtained through the kindness of Sophia D. Bailey of Winthrop, Maine; and an acre of land was deeded to the school by the Vassalboro Monthly Meeting . . . Rufus M. Jones has given notice that he feels the time has come for him to sever his connections with the school . . . Henry H. Goddard who has ably seconded Rufus M. Jones in the work of the school during the past two years has been selected as Principal.[31]

1896—Improvements Added

An addition to the north wing of the school building, making it correspond in size and general appearance with the south wing, has been made. The extension is 18 by 40 feet, and the entire wing has been elevated one story. This addition has furnished 14 dormitories, 2 class rooms, 2 bath rooms, a boys' sitting room and a basement for storage. A unanimous and hearty vote of thanks was extended to our president C. M. Bailey for this generous gift to the school . . . which has cost about $5,000. 12 acres of land on the east side of the school has been obtained at a cost of $125. . . .[32]

1907—School Highly Successful

The number of students has increased to such an extent that the capacity of the building has been taxed to its utmost. So great is the demand for admittance that some practical way of enlarging the building to meet these needs has been carefully considered. A neat power house has been built to furnish light. . . .

We are unofficially informed that since our last Yearly Meeting, Oak Grove Seminary has been made the recipient of a generous bequest under the will of Henry P. Cox of Portland, Maine, in the sum of $10,000. We understand that under the terms of the will this is to be invested as a Scholarship Fund to be known as the Augustus F. Cox Fund, the income to be used in assisting worthy students.

A Committee has been appointed to prepare plans, secure funds, and build a suitable gymnasium to cost $10,000 . . . C. M. Bailey has already given $3,000 for this purpose . . . The great need of Oak Grove Seminary is a permanent endowment fund of not less than $100,000. This will put the school on a permanent basis and not dependent from year to year upon private gratuities . . .[33]

---

[31] *Ibid.*, 9–VI–1893.
[32] *Ibid.*, 9–VI–1896.
[33] *Ibid.*, VI–1907.

1919—Demonstration of Added Confidence in the School by Maine Legislature

The standard of scholarship has been raised, and the amount of work required of each pupil has been increased . . . Mention should be made of the special appropriation which Principal and Mrs. Owen secured from the State Legislature in addition to the regular fund of $500 . . . it shows that Maine not only approves of the School, but also is standing behind it with financial help. The sum of $1750 was granted for each of the years 1919 and 1920, on condition that friends of the school raise an equal amount each year . . . [34]

1923—During the last session of the Maine Legislature there was much agitation and a strong sentiment for passing a constitutional amendment to prevent private schools under denominational control from receiving any more aid from state funds. Due, however, to the weighty influence of true friends, Oak Grove Seminary was granted an appropriation of $3,000 for each of the two years, 1924 and 1925. Under the efficient administration of Principal Owen, your Board of Managers feel justified in urging to continue its annual appropriation of $1,000 in order that the good work of Oak Grove Seminary may continue.[35]

1924—Woman Movement in Education Transforms the Co-educational Oak Grove Seminary to Separate Girls' School

The Quaker principle from the very origin of the organization included equality of educational opportunity for both boys and girls. Quaker girls were encouraged to enter wherever schools were established by the Society. Oak Grove School, too, was established for both boys and girls.

The social and economic conditions of the past century especially have occasioned the encouragement of an adequate education for women to enable them to enter more competently the various fields of activity which have called for their services. As a result this century has witnessed the establishing of a large number of separate girls' schools and colleges.

When a co-educational institution is transformed to a special girls' school there are always complex and intricate causes occasioning such a change, often including administrative diffi-

---

[34] *Ibid.*, VI–1919.
[35] *Ibid.*, VI–1923.

culties in housing boys and girls together. Recently such transformations have been made through the influence brought to bear by women of power and of strong personalities who are closely associated with the educational institution in question, and who have an accurate perception of the educational needs of the time. It is not within the scope of this study to undertake a detailed examination of such causes.

The first indication found recorded in the minutes of meetings revealing at least a partial influence occasioning the transformation of Oak Grove Seminary to a distinct girls' school is the following:

A generous sum has been given by two women who are not Friends, as a start toward a new dormitory for girls, and plans for such a building as it is hoped may be erected in the future are under consideration . . .[36]

1925—Additional Money for Girls' Dormitory

The outstanding gift received during the year was another ten thousand dollars from Mrs. Averill toward the new girls' dormitory. . . .[37]

Board of Managers Recommend Separate School for Girls

The negotiations of the past winter placed Oak Grove Seminary in a position which deeply concerned our Board of Managers, and made it necessary to announce some definite policy. After careful investigation of the educational needs and tendencies of to-day . . . your board was united in the decision to make *Oak Grove Seminary a school for girls only*, and to announce its policy at once. Patrons and friends of the school greeted the declaration with approbation, and the number of new girls who are already enrolled indicates that the step is a wise one. . . .[38]

1926—A Full Year of Experience as a Separate Girls' School

Oak Grove Seminary opened as a school for girls on Ninth month fifteenth, last year. The first year of any new undertaking has its natural problems . . . but your Managers feel justified with the success of the new policy. There were fifteen undergraduate girls in the dormitory last year who were eligible to return in the fall . . . Twenty-five new girls entered . . . The whole number registered during the year was fifty-two. Eight states have been represented . . .

---

[36] *Ibid.*, VI–1924.
[37] *Ibid.*, VI–1925.
[38] *Ibid.*, 20–VI–1925.

The school has met a warm response from discriminating parents who are seeking a school where their daughters may enjoy the guarded education that early distinguished Friends' schools . . .

There have been able teachers in each department, and the year has been marked by outstanding attainment. An extensive system for individual attention to the program of each girl; a special study period called *opportunity;* a faculty adviser for each girl; a privilege list; a mark system; and the introduction of several modern methods of administration have increased the efficiency of the program.

The prospects for next year have seemed to justify adding two members to the faculty . . .[39]

1927—Two Years of Successful Experience as a Girls' Seminary

June 14, 1927. . . . I am glad to co-operate with you in sending the information which you suggest in your letter of June 8. It is especially helpful to have you list the different data which you would like . . .

Oak Grove has always stood out in the state of Maine as an institution of plain living and high thinking and its dignity has never been lost . . .

The transfer from co-education to a school for girls . . . has been a happy and thoroughly successful venture, and the school is gaining prestige rapidly not only in Maine but throughout New England. Last year we had a girl come all the way from Kansas City, and one of our 1927 graduates has just returned this week to her home in Benton Harbor, Michigan.

I hope you will make it a special point to record that Oak Grove is the first Quaker college preparatory school for girls in the United States. Some folks think that Quakers prefer co-education to the segregated school but in this connection you will read in George Fox's Journal that he made arrangements for a boys' school in one town and that when he visited the next town, he ordered that a school be established for "young lassies and maidens where they should be taught everything useful and civil in creation."

I know that you are most eager in your own history to record the story of the school accurately, and I shall be very glad to have you call upon me for any further assistance that I may be able to lend . . . Faithfully yours, (Mrs. R. E.) Eva Pratt Owen.[40]

---

[39] *Ibid.*, VI–1926.

[40] Excerpts from a letter written by the preceptress, Vassalboro, Maine.

Part IV

Educational Philanthropy of New England Quakers

XV

Aid Extended to the South and West

This study does not include a record of that extensive missionary and charitable work wholly religious in nature carried on by the New England Quakers; neither is any space devoted to the large number of first day schools established in this country and in other lands. The writer is attempting to confine the study of activities which may be considered entirely educational.

The endeavors of the New England Quakers to aid and educate Negroes, Indians, and impoverished whites, and the schools established in other countries will be taken up briefly at this time.

A—Educational and Philanthropic Aid Extended to North Carolinians During Reconstruction Period

The Quakers of New England rendered considerable help to communities in North Carolina by granting funds for educational purposes; by establishing and maintaining schools; and by forwarding clothing and other necessaries. Extracts from the minutes of meetings will reveal the extent of this work:

1861—Money Donated to the North Carolina Yearly Meeting School, Guilford, North Carolina

The Communication from Baltimore Meeting for Sufferings, concerning the North Carolina Boarding School, has at this time again claimed our consideration . . . It is concluded to propose to our Yearly Meeting that One Thousand Dollars be appropriated and paid to North Carolina Yearly Meeting, toward liquidating the debt of the Boarding School . . . approved . . .[1]

[1] Min. N. E. Yr. Mtg. for Sufferings, 15–VI–1861.

1865—Distress Resulting from Ravages of War to be Relieved

A communication from the Meeting for Sufferings, of our Brethren from the Baltimore Yearly Meeting was received recently, setting forth the distress . . . in some portions of North Carolina Yearly Meeting, occasioned by the ravages of the war, to which a response has been made, by a voluntary subscription, on the part of some of our members . . . A Committee has been appointed to raise money to be remitted to Francis T. King of Baltimore . . . to be used in such a manner as they may deem will best promote the cause . . .[2]

1866—Money Collected and Forwarded

The Committee appointed last year to collect contributions from our members to aid Friends in North Carolina, report that they received $1433.45 . . . which was remitted to Francis King . . . We have been informed also that a short time previous to our appointment about $700 was collected and promptly forwarded . . .[3]

1868—More Funds Pledged for Educational and Agricultural Pursuits

Aid has been asked for the Friends of North Carolina for the purpose of sustaining their schools . . . And our Friend Francis T.King gave an interesting account of conditions . . . stating that much improvement has been made in education, and in the management of their agricultural pursuits, and appealing to Friends of this Yearly Meeting for help. . . .

This meeting agrees to furnish $1,000 per year for two years, to aid in defraying the expenses incurred in keeping up the present system of education and agriculture among them . . .[4]

1878—Illiteracy in North Carolina Lessened by Efforts of New England Quakers

Three of our number visited North Carolina . . . and found there . . . that seventy-five thousand of the white inhabitants . . . between the ages of ten and twenty could not read or write, being fifty-one percent of the entire white population of the state . . . After a consultation with many Friends, a location was selected for this Committee to concentrate their labors—in the northwestern part of the state, within the limits

[2] Min. N. E. Yr. Mtg., VI–1865.
[3] *Ibid.*, VI–1866.
[4] *Ibid.*, VI–1868; for a detailed account of the educational work carried on for the North Carolina Quakers during the reconstruction period, see Klain, *Quaker Contributions to Education in North Carolina*, Chapter XV.

of Deep Creek Monthly Meeting, composed of Deep Creek, Forbush, and Hunting Creek Meetings of Friends.

Here were many intelligent people who were anxious to educate their children, but were unable to do so without assistance . . . We engaged three teachers . . . and sent one to each of the above-named Meetings . . . to organize a school . . . Four schools were commenced . . . The number of months . . . taught is sixteen, with an attendance of 167 pupils between the ages of five and twenty-five, some of whom came a distance of three miles; 76 were children of Friends . . . Franklin S. Blair, Superintendent of Friends' Schools in North Carolina has rendered us very efficient aid . . .[5]

1879—More Schools Established

We have continued the schools . . . in the same neighborhoods where we commenced them two years ago. There have been ten schools averaging four and a half months each, held under the care of this Committee, within the limits of the North Carolina Yearly Meeting, since last report. Three of the schools were in Iredell County; two in Yadkin; one in Surry; one in Stokes; two in Guilford Cunty, all in North Carolina; and one in Blount County, Tennessee . . . Considerable money, books, clothing have been voluntarily contributed by individuals and societies . . . During the past year we have helped to educate 441 scholars between 5 and 25 years, more than one-half of whom were children of Friends . . .[6]

The educational work as indicated by the short excerpts of minutes of meetings quoted above was carried on by the New England Quakers up to 1888, the people of North Carolina were thus aided to maintain their schools without other help after receiving the initial aid from the New England Quakers.

B—Educational and Philanthropic Work Among Negroes

The Quaker principle includes the equality of man and the right to liberty. Fox expressed himself clearly on that subject as early as 1657.[7] Educational work among Negroes and Indians carried on by the Quakers in this country has already been recorded to some extent in other studies.[8] That the New England

---

[5] *Ibid.*, 17–VI–1878.
[6] *Ibid.*, VI–1879.
[7] Fox: *Works*, VII, 144, quoted in *Janney, Life of Fox*, 185–186.
[8] See Woody, *Early Quaker Education in Pennsylvania*, 228–267, *Quaker Education in the Colony and State of New Jersey*, 266–287; Klain, *Quaker Contributions to Education in North Carolina*, 309–326.

Quakers did much to aid in the work of educating the Negroes and Indians is clear from the abundant evidence found in the minutes of their meetings:

1. Educational and Philanthropic Work Among Negroes in Washington, D. C.

1864—Committee Appointed to Investigate Needs and Conditions of Freedmen

Having at different sessions of this Meeting been introduced into much feeling . . . on account of those now being relieved from the bondage of slavery; and the subject now being freshly brought before us . . . believing that more efficient aid may be extended to these poor people . . . by a definite organization, we appoint the following Friends . . . residing in our several Quarterly Meetings, to act as a Committee on our behalf . . .[9]

1865—It was determined to appoint a small committee of our number, upon whom the executive duties of our organization should devolve; who are requested to obtain information relative to the most pressing necessities of these people, to guide and direct friends in their labors in their behalf, to receive and dispose of contributions of money, clothing or other articles, as may be most needed, and generally to promote the physical and educational interests of the Freedman. . . . And after a careful examination had been made, Washington in the District of Columbia, and its vicinity were fixed upon as the principal field of operation for Friends of New England . . .

Land Procured, Store Erected

This committee purchased nine lots of land on Thirteenth street, at a cost of $2448, on a portion of which they erected a store, 55 by 20 feet, and enclosed a wood-yard in the rear at an outlay of $1,000. This store is kept supplied with goods adapted to the wants of the Freedmen, which are sold to them at cost, employing a capital of over $2,000. All of this is under the superintendence of our friend William A. Sampson . . .

Teaching Freedmen to be Self-Supporting

From information obtained from detailed reports of our committee, we have deemed it advisable for New England Friends, while distributing generously

---

[9] Min. N. E. Yr. Mtg., VI–1864.

to these people, in the hour of great need, to provide also remunerative employment for those who are able to work, in order, as soon as possible, to render them self-sustaining. With this view, it was decided at the expiration of three months, to open work-shops where they could be taught different branches of handicraft, such as basket-making, straw-braiding, and the like, and the services of our friends Richard and Abby S. Battey were secured as superintendents . . . We believe that the superintendents and other agents have labored faithfully to promote the best interests of the people, physical, moral, social and spiritual; and the result of these efforts is satisfactory . . .

Their situation calls for strong efforts, not only to relieve their physical wants, and give them the rudiments of learning, but to furnish that varied instruction so necessary on their entrance to a free life; to train their minds to self-reliance; impress upon them the idea that freedom means freedom to work for themselves and for those dear to them; and then give them the opportunity to learn different branches of labor . . .

We would therefore earnestly recommend that Friends continue to collect and forward second-hand cloathing and bedding; also that teachers be employed to open a day-school in the vicinity of our labors . . . We recommend also the building of a number of small, but comfortable, tenements for the Freed people, which may be rented to them, upon the payment of monthly installments, until cost, interest and insurance are liquidated, when a title may be acquired by the occupants . . .[10]

1866—Schools for the Colored Race

In accordance with the recommendation of the Yearly Meeting . . . a room was prepared for a school, which was opened on the 17th of the 10th Month with 25 scholars. The attendance rapidly increased, and another room was soon found necessary, which was equipped with fifty small chairs for the infant department. The schools under the care of Rebecca W. Mason as Principal, and Sarah T. Carey and Mary L. Hawes as Assistants, have, we believe, been faithfully and ably sustained. The average attendance has been about 188. These teachers will continue the schools until the 1st of the 7th Month.

An evening school for adults was sustained during six months for three evenings in the week, with an attendance varying from 60 to 80 scholars. All the members of the family were engaged in the school as teachers, and numerous instances of a remarkable aptness for learning and of rapid improvement were observed . . .

---

[10] *Ibid.*, VI–1865.

The sewing school has been vigorously kept up under the supervision of Abby S. Battey, assisted by Maria J. Buffinton and Pamelia C. Varney, who have rendered their laborous service, gratuitously for the greater part of the time . . .

Some attention has been given to instruction in making baskets, husk mats, and in straw braiding . . . The Committee believe that, for the next winter, efficient teachers should be employed in this department . . . The necessity of providing employment, rather than giving alms to these people, has forced itself upon us, as the demoralization resulting from the latter cause has become more apparent . . . The current expenses . . . of the schools will amount to between four and five thousand dollars for the coming year . . . We recommend liberal contributions from Friends for this object . . .[11]

1867—Negro Schools Over-Crowded

The schools were opened about the first of the Tenth month, and in a very few days were filled to their utmost capacity, the teachers being obliged to refuse many who appled for admission. The intermediate school, under the charge of Rebecca W. Mason as Principal, and Sarah T. Carey, as assistant, has numbered during the year 170 . . . The average attendance was 84. . . . One half day in each week has been devoted to teaching the girls to sew, and most of them can now sew very neatly . . .

The primary school, under the charge of Mary L. Hawes as Principal, and Mary E. Gove as assistant, has numbered 160 . . . The teachers have all reported that the progress of all their scholars, has been all they could resasonably expect.

Industrial Education

The sewing school has been conducted with increased usefulness . . . Early in the season this school received from Richard Cadbury, Treasurer of Freedmen's Association of Philadelphia, a valuable contribution of material and cloathing from Friends . . . From these and other contributions of materials . . . work was provided for 98 women who have made 1962 garments for which they were paid $579.23 . . .

In addition to this industrial work, Abby G. Hawes has conducted a class of 75 children in braiding straw. These little ones have braided 2231 yards of straw, and have been paid for their work . . . Ten of the larger girls

---

[11] *Ibid.*, VI–1866.

have learned to sew this braid, and have made 110 hats . . . The money which the children have earned tho not large in amount, has in some instances done great good; and the habits of industry and thrift taught at an early age may be of incalcuable benefit in later life . . .[12]

1868—Negroes Show Aptness in Learning

The most advanced pupils can now read and write well, and have sufficient knowledge of arithmetic to qualify them for the duties of life, and could they now be removed from their homes of poverty and degradation, and placed with suitable families, they would make good and respectable men and women. . . . Several of our number were present at the public examination of the schools . . . and were much gratified with the orderly deportment and close attention of the pupils, and their marked progress in reading, spelling, artihmetic, and geography. They also exhibited some good specimens in writing, and very ready and correct map drawing . . .

Adult Education Proves Beneficial

The evening school for adults, and for those who could not attend the day schools has been held two evenings in each week with an average attendance of 60 . . . Finding that the children of the colored people labored under greater disadvantages, in their total want of home education, the mothers were invited to meet together, and their duties and responsibilities in this respect were pointed out, and such reading was introduced as seemed likely to make the necessary impression on their minds.

Quakers of New England Defray Most of the Expenses for this Educational Work

In view of the success which has attended our efforts . . . and in view also of the fact that the city Government of Washington still refuses to pay the teachers for any of the colored schools, the Committee have fully considered the propriety and necessity of continuing our schools . . . The funds at our disposal, will, we believe, defray the expenses thereof . . .[13]

1871—Superintendent of Public Schools Commends Educational Work Carried on by the New England Quakers Among the Freedmen

A. E. Newton, Superintendent of Public Schools . . . writes: I have just completed a careful examination of the schools maintained by the

---

[12] *Ibid.*, VI–1867.
[13] *Ibid.*, VI–1868.

New England Friends in this city, for the purpose of ascertaining the scholarship of the pupils and their readiness for promotion, and I take great pleasure in stating to you, and through you to those interested in supporting these schools, that I found them in a very gratifying condition. Abundant evidence was afforded in each school of laborious, faithful effort on the part of teachers, and commendable progress on the part of the pupils in general. I feel that the community owes to your body a great debt of gratitude for the long continued and efficient educational aid you have rendered.[14]

1872—Committee Recommends Educational Work Among Negroes in Washington Be Discontinued

It is observed that our present indebtedness is about $4,000 . . . After mature deliberation, the committee were united in instructing the trustees to dispose of our real estate and other property in Washington, . . . Inasmuch as it is liable to require a year or more to close up this concern, we recommend the continuance of a committee . . .[15]

1873—Department of Education in Washington to Carry on Educational Work Among Negroes Started by New England Quakers

The educational department of the city of Washington have kept good schools in our Mission buildings, so that many of the scholars who commenced under our care have continued to attend school at the same place. . . .[16]

1874—Annual Educational Fund for Negroes

The Committee report that during the past year their operations have been mostly confined to the sale of the real estate . . . and the paying of all debts . . . the balance remaining is about $4,700 . . . We would recommend that the sum of $300 be raised by this meeting annually, and added to the interest of the $4,700, and the amount thus in hand, about $600 a year, be placed in the hands of a small and judicious committee to be expended for the spiritual and educational improvement of the freed people . . .[17]

2. Educational Work Among Negroes in Tennessee

After donating $150 from the Freedmen's fund toward a school-house and school in the town of Lottsburg, Virginia,

---

[14] *Ibid.*, VI–1871.
[15] *Ibid.*, VI–1872.
[16] *Ibid.*, VI–1873.
[17] *Ibid.*, VI–1874.

and then contributing $150 toward supporting two young men at Hampton Normal School for Colored Students, the Freedmen's committee appointed by the New England Quakers directed their attention toward aiding in the work of Negro education in Tennessee:

1875—At a meeting of this committee . . . Joseph Dickenson, a member of the Missionary Board of Indiana Yearly Meeting, met with us and called our attention to the Maryville Normal Institute in East Tennessee, for the education of the freed people. There are 30 acres of land, and a large new building 120 feet long by 35 and 55 feet wide. He stated that the Missionary Board of Indiana Yearly Meeting have not the means to continue the work there . . . They ask Friends of this Yearly Meeting either to assist them by the appropriation of funds . . . or to have the property transferred to us by deed and manage it entirely by ourselves. We think we can safely propose to condust the work by ourselves for three years . . . with the funds we now have on hand, with the privilege of taking a deed at the expiration of that time, as this Meeting may approve or direct . . . which is accepted . . .[18]

1877—Description of School Property at Maryville, Tennessee

Two of our committee have visited the school and property . . . and . . . found a large brick building 120 feet long, 50 feet wide, two stories high in front and three in the rear . . . There are two fine school rooms, one at each end of the building, well furinished with modern desks; both rooms would seat very comfortably one hundred and fifty scholars.

There is a large barn, 40 by 40 feet, with a basement the whole size, which would make a fine boarding house at a little expense. There are 28 acres of good land, all cleared . . .

Efficient Work of Institution

The two of your committee who went down, found the Superintendent and his wife well calculated to have the charge of such an establishment. The institution has sent out as teachersall over the South, forty-one of their scholare, who have been teaching schools, averaging about seventy-five pupils. Ths Superintendent has had reports from these teachers, they are well liked by the people where they are located . . .[19]

---

[18] *Ibid.*, VI–1875.
[19] *Ibid.*, VI–1877.

1878—Committee Recommends Entire Charge of the Work of the Maryville Normal Institute by the New England Yearly Meeting

The committee recommends that William P. Hastings, the present Superintendent of the institution, a man well qualified to have the management of the school and property, to be maintained in the work. The property is very valuable for the purpose planned, costing $20,000 . . . It is well situated . . . to educate colored people for teachers . . .

Your committee is of the opinion that if this Yearly Meeting is going to do anything for the colored people, it could not do better than to take a deed of the property and continue the school . . . It will cost about $1500 a year . . . Let a committee be appointed to have charge of the institution, and receive the deed from Indiana Yearly Meeting . . . There has been expended for the past three years by this Yearly Meeting in operating the school $3553 . . .

The Training of Negro Teachers

During the past three years we have sent out about 40 negro teachers . . . almost half of these have returned to the institution from time to time, and have thus become better qualified for their work. Many of these have been engaged in various parts of the South in turn training colored teachers for the public schools, and so the work has been thus multiplied. At times there have been as many as 1500 pupils receiving instruction at the same time in schools taught by those whom we have trained and sent out as teachers . . .[20]

1879—Report of One Year's Successful Work

School was opened in Eighth month last with an enrollment at the close of the Ninth month, of 117 pupils, and during the following months, up to the close of the school year, the enrollment increased to 229.

A Normal Class of 12 was formed in the opening months of the school, and it steadily grew until, in the second month, it numbered 54 pupils, who were receiving suitable training to fit them for successful teachers.

50 who were former students at the Institute, have been teaching schools within the last year, in six or seven of the Southern States, with a success equaling the whites, who taught the same grades.

In these schools 2700 pupils or more . . . have been taught within the past year, at an expense to Friends of less than fifty cents for each scholar, and as demands for Institute teachers are on the increase, we hope that Friends will not relax their efforts to meet it. . . .

---

[20] *Ibid.*, VI–1878.

In view of the advantages offered by this school to elevate the colored people, we recommend that the Committee be allowed to procure, by subscription means, and use the same to fit up a building now standing unoccupied upon the premises, so that it can be used to accomodate self-boarders; this would make the school much nearer self-supporting. . . .[21]

1884—A Worthy Educational Contribution

The Committee are thankful that they can inform this Meeting that a Friend stands ready to place in the hands of three Trustees appointed by this Meeting, $5,000 as soon as $10,000 more can be raised . . . to be used as an Endowment Fund . . . the income of which to be used in paying teachers for the colored race . . .

1889—Training for Citizenship

The great usefulness of this Institution to the colored people is seen in the occupation of a large number of its former students that are engaged as teachers, preachers, printers, carpenters, painters, masons and in various other trades and callings . . .

Following is a list of subjects that have been taught at the Institute: Spelling, Arithmetic, English Grammar, Geography, English Composition, United States History, History of England, History of Tennessee, Geology of Tennessee, Latin, Greek, Physiology, Algebra, Geometry, Book-keeping, English Literature, Rhetoric, Civil Government, Natural Philosophy, Moral Science, Psychology, Botany, Zoology, and Scientific Agriculture . . .[22]

1899—Educational Common Sense

The negro must be taught to have the same or greater pride in his excellence in manual labor as in his proficiency in Latin or Greek. He must be taught how to save, and how to spend what he earns; how to care for his person, cloathing and property; he needs to understand that he elevates himself in helping to build up each individual of his race . . .[23]

1902—Committee Recommends Temporary Closing of School to Enable Repairs and Encourage County Aid

Timothy B. Hussey of our Committee visited the School, and from his examination of the institution, we would recommend a temporary suspension of the school work until sufficient repairs and improvements shall have been

---

[21] *Ibid.*, VI–1879.
[22] *Ibid.*, VI–1889.
[23] *Ibid.*, VI–1899.

completed to make the Institution more efficient . . . We believe the closing of the institution at this time would result favorably in some action being taken by the authorities of the county to provide more amply for primary instruction to children of that vicinity.[24]

1903—Educational Work by the New England Quakers at the Maryville Normal School Terminated, Funds for the Education of the Negro to be Distributed to Colored Schools Elsewhere

The school work at Maryville has been suspended . . . The demands that would be necessary to equip our Institute at Maryville for manual training, call for expenditures of several thousand dollars. In view of this, and our knowledge of schools elsewhere now under the care of Friends . . . we would ask the Yearly Meeting to consider the advisability of terminating our work at Maryville. It is our conviction that the income from the funds which our Yearly Meeting holds or may hold in trust, together with the donations and offerings which may be received, can be distributed thru the Standing Committee on Freedmen in ways that will advance the cause that we have at heart . . .[25]

1904—Normal School Sold

The property owned by the Yearly Meeting at Maryville, Tennessee, called the Normal Institute for the Education of Youths of the African Race, and estimated to be valued about $20,000 has been sold to William Garner and Lettie H. Garner, the former teachers of the Institution.[26]

1905—New England Quakers Plan to Grant Annual Sums to Schools for Colored in Needy Places

Since the sale of our property at Maryville, one of your committee has visited several schools for the colored in the South, with a view of selecting one or more schools to receive the benefits from the income funds given for the Freedmen . . .

The school at High Point, North Carolina . . . is doing an excellent piece of work, but not quite as well equipped for normal teaching and industrial work as we might wish. The school is in need of funds. The committee directed $500 to be sent to their treasurer.

The Christiansburg Industrial Institute at Cambria, Virginia . . . teaches several industries in Normal and Industrial Departments, including

---

[24] *Ibid.*, VI–1902.
[25] *Ibid.*, VI–1903.
[26] *Ibid.*, VI–1904.

agriculture, printing, carpentry, blacksmithing, laundry work, sewing, cooking, basketry, and leather work. The treasurer of our funds is directed to send $2,000 to the treasurer of this school. A member of the New England Yearly Meeting has been appointed upon the Board of Managers of the Christiansburg School.[27]

The Quakers of New England are continuing to this day to aid schools for the colored race from funds specifically left for that purpose, and from other annual contributions:

1913—The school at Cambria, Virginia, has nearly 200 in Primary and Intermediate departments, and about 75 more in the normal and industrial school.

The school at High Point, North Carolina, has been forced to turn away a number because of lack of room. Practical courses in cooking, sewing, carpentery, bricklaying, and blacksmithing are given. The enrollment in this school last year (1912) was 581, of these 96 are boarding students.[28]

1914—We are particularly interested in the school at High Point due to the rather large local negro population and the fact that the city of High Point has turned over to the management of this school its entire negro population. There are 724 pupils, 118 of whom are boarders.[29]

Following is a summary of the donations made by the Quakers of New England to schools for the colored since 1905, as found in the minutes of the Yearly Meetings:

---

[27] *Ibid.*, VI–1905.
[28] *Ibid.*, VI–1913.
[29] *Ibid.*, VI–1914.

YEAR	CAMBRIA, VA.	CLAREMONT, VA.	HIGH POINT, N. C.	RIDGELAND, S. C.	DENMARK, S. C.	SPARTA, GA.	SOUTHLAND, ARK.	TOTAL
1905....	$2000	—	$500	—	—	—	—	$2500
1906....	1200	—	500	—	—	—	—	1700
1907....	2000	—	1000	—	—	—	—	3000
1908....	1400	—	600	—	—	—	—	2000
1909....	1400	—	600	$200	—	—	—	2200
1910....	1000	$100	800	100	—	—	—	2000
1911....	800	—	400	75	—	—	—	1275
1912....	1000	—	600	100	—	—	—	1700
1913....	1000	—	650	150	—	—	—	1800
1914....	1000	—	675	150	—	—	—	1825
1915....	1000	—	650	125	—	—	—	1775
1916....	1000	—	650	150	—	—	—	1800
1917....	1000	—	800	—	—	—	—	1800
1918....	900	—	800	—	$100	—	—	1800
1919....	900	—	700	—	—	—	$200	1800
1920....	900	—	800	—	—	—	125	1825
1921....	800	—	900	—	—	—	100	1800
1922....	925	—	900	—	—	—	100	1925
1923....	1000	—	1000[30]	—	—	—	375	2375
1924....	1000	—	—	—	—	—	1375	2375
1925....	1100	—	—	—	—	—	1634	2734
1926....	1800	—	—	—	—	$500	—	2300

[30] Donations for the school at High Point ceased at the end of 1923 because in 1922 the town of High Point established a well-equipped public school for negroes—Min. N. E. Yr. Mtg., VI–1922.

XVI

Benevolent Work Among Indians

A—Indians in Maine

Minutes of meetings reveal that the New England Quakers appointed committees to look after the welfare of the Penobscot Indians prior to the third decade of the nineteenth century. Advice was given in connection with methods of farming, abstaining from "ardent spirits," and leading a more civilized life. Some progress in this work was made:

1824—Your Committee on Indians . . . visited Old Town, their principal settlement . . . and found that they are progressing in the business of Farming, finding that the family which had made the greatest improvement in farming, had also undertaken to accomodate themselves with permanent dwellings; we presented them with windows and nails to a small amount to their encouragement . . .[1]

1825—Eager to Have the English Language Taught to Indian Children

Their religious profession is the Roman Catholic, and they now have with them a Priest of that order, who has made some attempts at educating their Children; but he does not readily embrace our views of the necessity of instructing them in the English language . . .[2]

1831—In the estimation of the Committee it is a worthy object to encourage their children in useful learning, to which a few of them seem rather inclining; and one Lad who was at School at Bangor the past winter, we understand, is making some proficiency. On behalf of the Committee,

Edward Cobb.[3]

1834—Progress Reported

Efforts have heretofore been made to introduce Schools amongst them, but with little or no effect until within the past year, within which period the

---

[1] Min. N. E. Yr. Mtg., VI–1824.
[2] *Ibid.*, VI–1825.
[3] *Ibid.*, VI–1831.

Catholic Priest, who appears to hold the reins of Government over them, both civil and religious, has so far condescended to the wishes of Friends, as to teach them reading and writing in the English Language.

A part of the Committee have visited the School, and had the satisfaction to find them making some progress in learning . . .[4]

1840—Ten dollars assistance was given to a young Indian desirous of obtaining some school learning . . . The School for Indians on the Island does not meet expectations. Still many of the children learn well . . .[5]

1844—Indian Children Have too Great a Love for the Open to Remain in School

They have had a large school-house, occupied a few years by an American Teacher, who was very zealous and assiduous to instruct the Indian children, and they for a time manifested a disposition to improve; but the confinement of the school-room soon became irksome, which was manifested not by a spirit of open violence to school government . . . but a restless disposition, impatient of restraint . . . watching their opportunity to escape from the school room, until the master was left nearly alone; the school had to be abandoned . . .[6]

1849—Religious Influences Retard Educational Work

In the Fall of last year, our Friend Thomas Wells, feeling his mind drawn to visit both the Penobscot and the Passamaquoddy tribes, was accompanied . . . by one of the members of our committee, from whom we obtain the following particulars relative to their visit . . .

We were told plainly that our counsel could not be received unless it came from the Priest, that it would never do for Indians to learn to read and write and be like white men, because they would then lose their Catholic religion and become wicked . . .

Although the prospect of rendering these interesting objects much real help seems discouraging, yet we would express a hope that the Yearly Meeting may still hold them in remembrance . . . on behalf of the Committee, Stephen Jones, Jun., John Osborne.[7]

---

[4] *Ibid.*, 18–VI–1834.
[5] *Ibid.*, VI–1840.
[6] *Ibid.*, VI–1844.
[7] *Ibid.*, 4–VI–1849.

1852—Schools for Indian Children in Successful Operation

The Committee . . . have from time to time given some attention to the . . . educating of the children and youth of this interesting portion of the human family . . . We have the satisfaction of informing that a school under the care of a female has been in successful operation among the Penobscots during a portion of last year . . . And the Committee is authorized to call on the Treasurer of this Meeting for $50 to assist in the continuance of the school referred to in the report . . .[8]

1853—In the course of the past winter there was a school among them . . . taught by an educated Indian, in which it is said, the children that attended made good improvement.

At the time of our visit another school was in operation . . . taught by a protestant female, in which 18 children were present, though 49 were on the teacher's list. We spent a few hours very pleasantly in this school witnessing the different exercises, and familiarly imparting such counsel and encouragement to both teachers and scholars as appeared likely to be useful . . . This was listened to with marked attention by the scholars, who appeared to be making good improvement, and most of them are well cloathed, and appeared cleanly in person.

The school is supported by a grant from the Government, and so well supplied with books that no pecuniary aid from the Committee appeared needful at that time, hence we have not drawn from the Treasurer the money appropriated last year by the Yearly Meeting in furtherance of the concern . . .[9]

1855—More Schools for the Indians to be in Operation

A school has been kept in successful operation among the Penobscots . . . The number of scholars in attendance has been near fifty . . . The school was open for six months . . . We are informed that the Legislature of Maine have made further appropriation with a view of establishing a school further up the river. It appears to us that these two schools must exert a very healthy influence in the tribe.

The legislature have also appropriated $100 with the view to attempt to establish a school among the Passamaquoddy tribe. We think the encouragement of Friends in setting up this school, may be much needed . . . and we propose that the Yearly Meeting appropriate $50 to further this concern . . .[10]

---

[8] *Ibid.*, VI–1852.
[9] *Ibid.*, VI–1853.
[10] *Ibid.*, VI–1855.

1872—Sincere Teachers Greatest Need

A visit was made by seven of our number to the Penobscot tribe, at their settlement at Oldtown Island, in the Penobscot River, Maine . . . the education of the younger portion of the tribe is still much retarded . . .

In one way we may aid them in the immediate future—by uniting with the legal authorities in an endeavor to procure interested and efficient teachers, for their schools, and by frequent visits to these schools to urge the teachers to faithful and patient application, and the children in their regular attendance, we hope thus to raise the standard of education among them . . .[11]

The Quaker committee on Indian Affairs in Maine submitted annual reports on the educational progress of the schools established for the Indian children. Extracts of some of the reports to reveal the features of the work done in this connection are quoted above. The minutes of meetings indicate that the chief contribution of the New England Quakers to this work consisted in the sincere interest shown, in the advice and encouragement given more than in money expended. The Maine Legislature appropriated sufficient funds for this educational work. The last yearly report on Indian Affairs in Maine found in the minutes of meetings is dated *1879*, excerpts of which follow:

The peculiar position of this people is such . . . and the action of the Legislature of the State of Maine in relation to them is such that the way seems to be closed for any further proceedings on the part of this Meeting in their behalf, and the Committee would recommend that no further action be taken by this Meeting . . .[12]

B—Western Indians

The New England Quakers attempted to aid the Indians located west of the Mississippi. This fast disappearing race, they felt, had been wronged by the white man, and believed that it was incumbent upon them to help educate the red men so that they might be better able to live in their fast-changing environment. The minutes of meetings reveal an earnest effort on the part of the New England Quakers to extend a helping hand to the red man. Excerpts from typical reports follow:

---

[11] *Ibid.*, 18–VI–1873.
[12] *Ibid.*, 16–VI–1879.

1837—Friends of the New York Yearly Meeting having invited our attention to the situation of the Indian Tribes residing west of the Mississippi . . . We appoint a Committee to correspond with other Yearly Meetings concerning this matter . . .[13]

Previous Work Carried on by Quakers Among Western Indians

The Committee appointed in 1837, and continued last year to correspond as way might open, with Committees of other Yearly Meetings on the condition of the Indians residing beyond the Mississippi . . . report . . . that Baltimore, Ohio, and Indiana Meetings are . . . acting in concert . . . to promote the civilization of a remanant of the Shawnees tribe of Indians.

In *1819* Friends . . . instructing them in the arts of civilized life and in the education of their children in useful learning . . . up to the year 1832, about which time Shawnees sold their lands to the Government, and removed beyond the Mississippi . . . Here Friends have erected the necessary buildings for the accomodation of a Family and School . . . A school is now in operation among them . . .[14]

1839—Recommendations of the New England Quakers

We recommend to Friends of this Yearly Meeting to enter into a voluntary subscription to the amount of $500 to be appropriated . . . to this cause . . . And our Quarterly Meetings are requested to direct the opening of subscriptions to raise the sum of one Thousand dollars . . .

It is proposed also that Committees of the several Yearly Meetings . . . shall have an agent or agents as their pecuniary means may admit, residing at the central seat of the Indian Government, who shall acquire their confidence . . . and use their exertions to prevent their assuming a hostile attitude . . . and to aid in their literary instruction, agricultural improvement and civilization . . .[15]

1843—Plight of the Western Indians

John D. Lang and Samuel Taylor visited twenty tribes . . . and have furnished us with an interesting account thereof . . .

The tribes are decreasing . . . they have fallen prey to unprincipled white men; the Indians are unsettled, and have no guarantee from the government that they shall remain on these lands any longer than it shall suit the convenience of the whites . . .

---

[13] *Ibid.*, 14–VI–1837.
[14] *Ibid.*, VI–1838.
[15] *Ibid.*, VI–1839.

As to education . . . they are very much averse to their children being educated by whites . . . we regretted that there were no educated Indians employed as teachers or assistants in any of the tribes, white people supplying such places entirely . . .[16]

1851—New England Quakers Contribute Funds and Recommend Further Attention

The funds collected at our last Yearly Meeting, together with some additional subscriptions received subsequently, were forwarded by the Committee to Thomas Wells, Superintendent of the Shawnee School, the receipt of which was gratefully acknowledged, and encouraging information has from time to time been received of the progress and prosperity of the establishment; by a recent account from the Superintendent, it appears that they are laboring under embarrassment from the want of some pecuniary aid to enable them to erect a barn and some out buildings for the better securing of their crops . . .

Although this establishment is not under our immediate care, yet as this Meeting has for several years manifested a lively interest in the welfare of this poor, depressed, suffering remnant of a once numerous people, we would recommend a continuance of this interest, and suggest to our Friends the propriety of rendering them further assistance in this their time of need . . .[17]

1874—Nature of Quaker Aid, And School Progress

Edward W. Howland and Edward Earle were appointed to represent the Committee on Indian Affairs in the Associated Executive Committee on Indian Concerns in the several Yearly Meetings. Arrangements were also made . . . for us to have the care and supervision of two schools within the limits of the Quapaw Agency; and it was apprehended that our charge embraced not only their literary, but their religious and scriptural instruction.

While the general government furnishes buildings for the purpose, and defrays the expenses of the superintendent and teachers, and also supplies the necessary food for the mission, it is expected of us to provide suitable cloathing for the children, to see that books, papers, and other necessary articles are furnished for the schools, and in general to promote the general moral and religious growth of our charge, and their advancement in civilized life.

Four of our number visited the Inidan Agency . . . The Quapaw Mission Building is located in the Indian Territory, a few miles west of Baxter

---

[16] *Ibid.*, VI–1843.
[17] *Ibid.*, VI–1851.

Springs, Kansas . . . Four schools are sustained . . . although only two are under our care . . . one composed of Quapaw children exclusively, and the other, Peorias . . . Our Friend Asa C. Tuttle is charged by the government with the general supervision of the schools. His wife Emmeline H. Tuttle is an efficient teacher and manager in the Quapaw Mission . . .

We have been much encouraged in our efforts by continued accounts of the good progress of the children in their studies at school. In the Quapaw Mission the whole number admitted since autumn has been 70. The average attendance the first quarter was 25 . . . The ages range from 5 to 20 . . . About a year of patient application is required for the children to speak the English language with confidence . . . Object teaching; card primers; first, second, third, and fourth readers; mental arithmetic; writing; and geography are the studies pursued . . .

Among the Peorias a day school has been sustained, with an average attendance of 20 scholars . . . A number of the parents meet here regularly, with their children . . . Strong hopes are entertained that a mission house be provided, and a boarding school established from their own funds during the present season.

While the boys are receiving instruction in the school, they also assist in the farm work, help to fence the land, plant the garden and field. The girls under the care of the matron, are taught morning and evening to assist in household duties. . . . The whole amount contributed in aid of this undertaking during the year has been . . . $963.42 . . . Valuable aid was also received from Friends in Philadelphia in timely contributions in maps, charts, books, pictures, and other needs of various kinds . . .[18]

1883—Extent of Educational Work

There are three Friends acting as agents. The number of Indians under their care is about 10,500. There are seven boarding schools, and two day schools . . . and three more schools among the Shawnees in Cherokee Country assisted by us. These had an enrollment of 602 pupils during the year. Six of the Superintendents and Matrons have been Friends. Of the Teachers and helpers in the Schools, 17 are members with Friends. In all the Boarding Schools, those who are old enough do work at farm or household employment. The quota of this Yearly Meeting is $595 . . .[19]

1884—Homes to be Provided for Indian Children

The subject of providing temporary homes, in white families for those

---

[18] *Ibid.*, VI–1874.
[19] *Ibid.*, VI–1883.

Indian youths who have been trained in industrial schools, was considered and approved by the Committee. . . . The new home for girls is completed. The whole quota to be raised by the different Yearly Meetings is $3500 . . .[20]

Yearly reports similar to the excerpts already quoted were submitted up to 1902. These reports indicate that the New England Quakers contributed annually to the maintenance of Indian Schools, and accompanied with the funds are sincere interest shown in the welfare of the Indians, and sensible advice given. From 1902 to the present the minutes of meetings submitted in connection with the Indians beyond the Mississippi indicate religious activities only.

---

[20] *Ibid.*, VI–1884.

XVII

Quaker Schools Supported In Other Countries

Minutes of the New England Yearly Meetings indicate that the subject of foreign missions was introduced to the Quakers of New England in 1873. A committee of men and women was appointed that year to confer with English Quakers, and conclude on the nature of work to be accomplished. Religious and educational work was taken up in co-operation with committees of English Quakers. Excerpts from the minutes will disclose the nature and extent of the educational work carried on:

Separate Schools for Boys, Girls, and Adults in Syria

Three schools for children have been established, two at Brumana and one at Beit Meri, a few miles distance apart. The girls' school at Brumana contains 30 scholars; the boys' school 50. The boys' school at Beit Meri also has 50. One evening school at Brumana for adults has also been held, and three teachers have been employed there. Several of the neighboring villages have requested that schools be established with them . . .

The cost of carrying on this mission work last year . . . was a little upwards of $1,000, of this sum Friends in England furnished one-half, and the remainder was raised by private subscription almost entirely among Friends in our Yearly Meeting . . .[1]

1876—More Schools Established

The schools now under the care of T. Waldmeier number seven—two at Bramana, one for boys and one for girls; and one each at Beit Meri, Dah Bsidim, Roumi, Nebich, and Mansourieh. This last is for girls only . . . The total number of scholars is 300 . . . A house belonging to Emir or Prince of the town . . . has been leased for a temporary home for orphans . . . 8 boys all destitute have already been admitted . .[2]

1877—Industrial Training Merged with Other School Learning

The industrial school is going on well. We are manufacturing cedar and olive wood work, which we hope to sell in England, America, Sweden, and

---

[1] Min. N. E. Yr. Mtg., 15–VI–1874.
[2] *Ibid.*, VI–1876.

other places. The children like to learn some practical work, and it is found that some handicraft, together with study is good, as it not only keeps the pupils in good health, but helps to open their minds. . . . Two new schools have been opened at Mansourieh, one for girls, and one for boys.[3]

Annual reports somewhat similar to the ones already quoted above were submitted to the New England Yearly Meeting. These reports indicate that the educational work carried on jointly by the English and New England Quakers was successful. But the New England Quakers desired to direct some of this activity by themselves:

The relations with our dear English Friends in the work at Brumana since its commencement has been so pleasant . . . we are reluctant to take any steps to sever our connection with them. But after . . . considering the subject, it is the judgment of our Committee that the New England Yearly Meeting should have a field more definitely her own. With this in view, correspondence was entered into with our English Friends in reference to relinquishing our claim in the mission station at Brumana, and taking from them in exhange for that, their mission station at Ram Allah, near Jerusalem, where the first mission work in care of Friends was started in Bible lands by our own dear friends Eli and Sybil Jones during their last joint visit . . . The Yearly Meeting is asked to appropriate $750 . . .[4]

1889—New England Quakers Assume Responsibility at Ram Allah

We have severed our connection with the work at Brumana, Mt. Lebanon, and assumed the entire control of the Mission Station at Ram Allah, Palestine . . . An additional building has been erected . . . The schools now in operation are—one for boys, one for girls, and one mixed school; 125 children in all are receiving instruction . . . $1000 is asked from the Yearly Meeting . . .[5]

1890—Enrollment and Subjects Taught

Teachers meetings are held . . . In the training home for girls Scripture study is given, also reading, writing, geography, dictation, and arithmetic in Arabic; also reading, writing, and spelling in English.

---

[3] *Ibid.*, VI–1877.
[4] *Ibid.*, 7–VI–1888.
[5] *Ibid.*, 19–VI–1889.

The boys' school is doing well, there has been an average attendance of 44 scholars, ranging from 4 to 16 years . . . The studies taken up are—Bible, writing, reading, spelling, arithmetic, geography, and dictation in their own language; English reading is taught to the older boys . . .

Our mixed schools held in the western part of the village has had 30 girls, and the same number of boys . . .[6]

1891—Elements of Education Taught Thoroughly

At the close of the spring term we had a public examination . . . This took place in the meeting house . . . which was crowded with Christians, Jews, Greeks, Latins, and Moslems . . . Little girls who had taken only four terms in English, could read and spell readily all words of three, four, and five letters. They are also getting to talk and understand English well. In their native language the larger girls answered all general questions in elementary rules and compound numbers, and could answer promptly what were put to them in geography, grammar, and other subjects . . .[7]

1892—Education for Every-day Life

Now that people of Ram Allah see the good effect that Christianity and education are having upon their girls, they are asking the same for their sons. The 20 girls in the training home made excellent progress in their studies, housework, knitting and sewing . . . weekly washing, preparing bread for baking, and cutting and fitting simple clothes.

A part of each morning is spent in reciting English, and in these lessons they are joined by the larger boys from the day school . . .

The evening school for men was kept . . . three nights a week . . . The men of this school are all members of Friends. Two of them began with the alphabet, and are now able to read . . . Spelling, writing, and arithmetic were also taught . . .[8]

1894—Teachers Trained

Plans for the new Training Home have been put into the hands of our American Consul at Jerusalem. The Training Home contains 21 girls from 8 to 16 years of age. These are divided into three classes. 9 who are in the first class have been here several years, and are now being trained as teachers. Besides attending to their lessons, they act as assistants in turn at the Girls' day school.

---

[6] *Ibid.*, VI–1890.
[7] *Ibid.*, VI–1891.
[8] *Ibid.*, VI–1892.

All the girls in the home are not only taught in the school, but have practical lessons in housework, sewing, mending.[9]

A sufficient number of excerpts from the minutes of meetings has been quoted on the foregoing pages to indicate the extent of the educational work in Palestine carried on by the New England Quakers. This work is being continued to the present day, as is indicated in the annual reports submitted to the Yearly Meeting.

In addition to this educational work in Palestine the New England Quakers have also aided in establishing schools in Cuba, Jamaica, Mexico, Africa, and China; complete reports of this work are submitted annually in the New England Yearly Minutes of Meetings to date.

---

[9] *Ibid.*, VI–1894.

XVIII

Conclusion

The Quaker organization was established permanently in the American colonies soon after the middle of the seventeenth century. Beginning with the latter part of the seventeenth century the New England Quakers set out in some communities to provide in small local schools an elementary education for their children, and also made possible the learning of some trade. This instruction was at first given in the meeting house; later separate schools were built, and wherever possible members of their own faith were procured as teachers. A guarded education was the criterion set up. This meant that while children were taught to read, write and cipher, they must also be taught religion and morals to shield them from corrupt and indecent influences. Also while at school regular attendance to "meeting" was made compulsory.

In the early 70's of the eighteenth century the Quakers of New England began to extend the scope of education. This broader conception of education was made known from superior to subordinate meeting, and the necessary provisions were gradually made to carry out the recommendations. Committees on education were more frequently and regularly appointed; boarding schools were established, and a strict teacher and pupil accounting was adopted. Quakers were exhorted by the meeting to send all their children to school. This general awakening was largely due to the clearness of vision of Quaker leaders who recognized the necessity for greater educational needs for children of a growing nation.

Subscriptions for educational purposes were accordingly made, funds were created, land and property donated, and more schools were established for boys and girls throughout the Quaker communities in New England. So successful were these schools in providing the necessary education for their own and other children irrespective of denomination that in many instances the Quakers procured a proportion of public taxes for support of

their schools. Quaker youths were urged to fit themselves for the profession of teaching.

A Yearly Meeting School was finally established in Portsmouth, Rhode Island. This institution had a short life of four years, 1784–1788. But in the meanwhile other Quaker communities increased their efforts to establish local schools for the children of their vicinity. At the closing of the Yearly Meeting School at Portsmouth a general agitation was launched to increase the school fund, and re-open the institution. The necessity for this action was presented repeatedly to all the local meetings; the New England Quakers responded, subscriptions were made, the school fund in the careful hands of Moses Brown was increased gradually and substantially, and the School for boys and girls was finally re-opened in Providence in 1819. This institution has had a successful and useful life to date. In 1904 its name was changed from the Yearly Meeting Boarding School to the Moses Brown School. Recently the Lincoln School for Girls in Providence was taken over by the Yearly Meeting, thus leaving the Moses Brown School a separate institution for boys.

About the middle of the nineteenth century another Quaker boarding school for boys and girls was established at Vassalboro, Maine. This institution was also destined to enjoy a long and useful life; in the eighties this school was taken over by the Yearly Meeting and has enjoyed a serviceable existence to date. In 1925 the institution was transformed to a select school for girls.

Much of the educational work which the New England Quakers directed was in communities outside of the New England states. Thus in North Carolina between 1861 and 1887, funds were annually sent for educational needs, including financial aid to the North Carolina Yearly Meeting School at Guilford, North Carolina; schools were established and maintained; clothing and other necessaries were forwarded amounting to thousands of dollars. Needy North Carolinians regardless of religious denomination were in this way befriended; illiteracy was lessened; and the poor were instructed to be self-supporting. Also in North Carolina from 1905 to 1923, the New England Quakers annually sent between $400 and $1,000, a total of about $12,525,

for educational and industrial training of the Negroes at High Point. These annual stipends did not cease until the town of High Point in 1923 established a well-equipped public school for Negroes.

In 1864 the New England Quakers appointed a committee to investigate the condition and needs of the freedmen. The committee recommended that their work be directed toward aiding the Negroes in Washington, D. C. In co-operation with the Freedmen's Bureau in Washington, land was procured, stores set up, the freedmen were given instruction in how to become self-supporting, and the rudiments of school learning were imparted. Schools for the negroes were established at a considerable expense to the New England Quakers who gave liberally to this worthy cause. Many negroes were trained to become teachers of their own people. This work received high commendation from many educators of the country. The work in Washington was formally closed in 1874, but aid was sent by the Quakers for the same purpose several years afterward. And the New England Quakers continue to this day to foster and support negro education.

The standing New England Quaker committee on the care and education of Negroes started negotiations in 1875 to have the Maryville Normal Institute in East Tennessee transferred to the New England Yearly Meeting. The entire charge of the work of this institution was taken over; the task of training negroes for citizenship and for the profession of teaching was entered into with seriousness and earnestness. This work continued until 1905. Since then several other negro schools have been obtaining substantial aid from the New England Quakers, notably the school at Cambria, Virginia, which has been getting an annual stipend of $800 to $2,000, and has since 1905 received over $25,000.

Before the beginning of the nineteenth century committees were appointed to investigate the needs of the Indians. The red men of Maine were visited and advised in regard to improved methods of farming and in the matter of leading a more civilized life. By 1831 Indian children in Maine were taught the rudiments. Schools were set up, but financed mostly by the Maine

Legislature. This educational work continued in co-operation with the state of Maine until 1879.

Attention was also directed from 1837 toward aiding Western Indians; funds were forwarded to help support Indian Schools; much time was also spent in giving helpful advice and encouragement. Schools were established for both boys and girls. This educational work was kept up until 1902.

The educational activities of the New England Quakers were not confined to our country alone, many schools in other lands were established. This work has progressed from 1873 to the present. In Palestine separate schools for boys, girls, and adults have been supported, often among the most impoverished physically and spiritually. Teacher training, courses in industrial work, and education for every-day life have been outstanding features of this field of activity. At first the work was carried on jointly with English Quakers, but since 1888, and especially at Ram Allah, the New England Quakers have assumed entire responsibility, and the extent of this worthy educational work has grown apace. The New England Quakers have also aided in establishing schools in Cuba, Jamaica, Mexico, Africa, and China. Complete reports of this work are recorded annually in the minutes of the New England Yearly Meeting.

As the public school movement gained force in New England, Quaker parents gradually took advantage of the better educational facilities for their children than could be had in the local Quaker school. This was done in spite of the advice of the meeting. But the educational needs of the children of our country rapidly outgrew the small local Quaker school with its narrow educational outlook.

Because of its more progressive educational policy the Moses Brown School in Providence, Rhode Island, has continued to grow, and has now developed a large separate girls' school from its girls' department. Also the reason for the present existence of the Oak Grove Seminary is the fact that it has since its establishment detected the educational needs of a changing civilization, and has re-organized itself often enough to meet those needs. Had the trustees of these schools persisted in their limited

conception of education, these institutions too would have died peacefully with the on-coming of the new type of educational institution eager to equip youth for a rapidly changing civilization.

BIBLIOGRAPHY

I

Manuscript and Printed Sources

(Unless otherwise designated, the following sources are deposited in the vault, Moses Brown School, Providence, R. I.)

1. New England Yearly Meeting Minutes, 1683-1921, 12 vols.; women's, 1764-1896, 8 vols.
Treasurer's Book 1779-1908, 3 vols.
Sufferings, 1720-1895, 5 vols.

2. Quarterly Meeting Minutes:
Dover, 1815-1875, 2 vols.; women's, 1815-1883, 1 vol.
Fairfield, 1841-1880, 1 vol.; women's 1840-1881, 1 vol. (Joseph E. Briggs, Winthrop Centre, Maine)
Falmouth, 1849-1905, 2 vols.; women's 1850-1884, 1 vol. (Fred C. Dearborn, Maine Historical Society, Portland, Maine)
Pembroke, women's 1766-1769, 1 vol.
Rhode Island, 1681-1922, 6 vols.; women's 1706-1893, 4 vols. Sufferings, 1681-1746, 1 vol.
Salem, 1705-1915, 6 vols.; women's 1791-1863, 3 vols.
Sandwich, 1686-1895, 5 vols.; women's 1701-1899, 2 vols.
Smithfield, 1801-1912, 2 vols.; women's 1801-1894, 3 vols.
Vassalboro, 1813-1910, 3 vols.; women's 1813-1888, 2 vols.

3. Monthly Meeting Minutes:
Berwick, 1802-1888, 3 vols.
Bolton, 1799-1881, 2 vols.; women's 1799-1884, 2 vols.
Boston, 1883-1914, 5 vols. (Clerk, Boston Mo. Mtg., Boston, Mass.)
China, 1813-1898, 5 vols.
Dartmouth, 1699-1891, 7 vols.; women's 1699-1854, 3 vols. (Clerk, Dartmouth Mo. Mtg., Dartmouth, Mass.)
Dover, 1702-1890, 6 vols.; women's 1846-1915, 2 vols. (Annie E. Pinkham, 171 Mt. Vernon St., Dover, N. H.)
Durham, 1812-1905, 4 vols.; women's, 1855-1882, 2 vols. (Fred C. Dearborn, Maine Historical Society, Portland, Maine.)
Falmouth, 1751-1919, 7 vols.; women's, 1759-1883, 5 vols. (Fred C. Dearborn, Maine Historical Society, Portland, Maine)

Greenwich, 1699-1915, 7 vols.; women's 1855-1894, 1 vol. (Mary W. Weeden, East Greenwich, Rhode Island)
Hampton, 1701-1804, 2 vols.; women's, 1701-1826, 3 vols.
Leeds, 1813-1852, 3 vols.; women's 1813-1841, 2 vols.
Limington, 1846-1885, 1 vol.; women's, 1846-1885, 1 vol.
Litchfield, 1852-1894, 2 vols., women's 1841-1877, 3 vols.
Nantucket, 1708-1867, 6 vols.; women's, 1708-1867, 4 vols. (James Oliver, Sharon, Mass.)
New Bedford, 1792-1910, 6 vols.; women's, 1792-1901, 4 vols.
Pembroke, 1702-1876, 3 vols.; women's 1765-1876, 3 vols.
Providence, 1783-1914, 5 vols.; women's 1783-1894, 4 vols.
Rhode Island, 1676-1910, 9 vols.; women's 1690-1884, 6 vols. (Vault, Historical Society, Newport, Rhode Island.)
Richmond, 1793-1850, 3 vols.; women's, 1792-1850, 1 vol.
Salem, 1677-1881, 8 vols.; women's, 1767-1893, 6 vols. (George C. Herbert, Lynn, Mass.)
Sandwich, 1672-1910, 7 vols.; women's 1677-1890, 6 vols. (Annie E. Ewer, Sandwich, Mass.)
Seabrook, 1804-1888, 2 vols.; women's, 1826-1888, 2 vols. Treasurer's Account, 1835-1900, 1 vol.
Sidney, 1802-1849, 1 vol.; women's, 1802-1863, 2 vols.
Smithfield, 1718-1920, 7 vols.; women's, 1818-1847, 1 vol.
South Kingston, 1743-1864, 5 vols.; women's, 1743-1779, 1 vol.
St. Albans, 1841-1900, 2 vols.; women's, 1841-1877, 1 vol. (Joseph E. Briggs, Winthrop Centre, Maine.)
Swansea, 1732-1910, 7 vols.; women's 1732-1885, 4 vols.
Uxbridge, 1783-1892, 7 vols.; women's, 1855-1892, 1 vol. (Edith A. Roberts, 5 Belvedere, Ave., Worcester, Mass.
Treasurer's Account, 1794-1885, 1 vol. (*Ibid.*)
Vassalboro, 1787-1843, 4 vols.; women's, 1787-1875, 4 vols.
Weare, 1795-1910, 4 vols.; women's, 1795-1891, 2 vols. (Alfred Osborne, North Weare, N. H.)
Westport, 1766-1915, 5 vols.; women's, 1783-1884, 2 vols. (Edward T. Tucker, New Bedford, Mass., and Edward L. Macomber, Westport, Mass.)
Windham, 1803-1902, 4 vols.; women's 1803-1884, 4 vols. (Fred C. Dearborn, Maine Historical Society, Portland, Maine.)

4. Preparative Meeting Minutes:
Boston, 1878-1899, 3 vols.
Dartmouth, 1853-1899, 3 vols.

Lawrence, 1891–1899, 1 vol.
Lewiston, 1877-1911, 3 vols. (Fred C. Dearborn, Maine Historical Society, Portland, Maine.)
Long Plain, 1870-1901, 1 vol.
New Bedford, 1836-1902, 5 vols.
Sandwich, 1849-1891, 3 vols.
Seabrook, 1858-1893, 1 vol.
Swansea, 1832-1914, 4 vols.
Windham, 1830-1890, 2 vols.

5. Records of the New England Yearly Meeting Boarding School Committee, 1780-1907, 6 vols.

6. Record Book of the Treasurer of the New England Yearly Meeting Boarding School, 1857-1887, 1 vol.

7. Austin Collection—(Vault, Moses Brown School, Providence, R. I.)
   a. New England Yearly Meeting Boarding School:
      Astronomy, Compendium of, pkg. 24.
      Austin, S. Portsmouth School, pkg. 20, ms. 2.
      Brown, M. Accounts of, pkg. 14.
      Brown, M. Lawton, Isaac, Sketch of, pkg. 4.
      Brown, M. Letters from, to Anthony Benezet, pkg. 4.
      Brown, M. Letters from, to John Osborne, pkg. 23.
      Brown, M. Papers and Deeds, Educational, pkg. 1.
      Brown, M. Reports as Treasurer of School Fund, pkg. 4.
      Brown, O. Letters Respecting Early History of School, pkg. 4.
      Brown, O. Permanent School Fund, Account of, pkg. 14.
      Contracts for School Work, Bills, 1816, pkg. 14.
      Educational Papers, 1783-1837, pkgs. 23, 24, 26.
      Minutes of Meeting for Sufferings in Respect to the School, 1780-1784, pkgs. 14, 26.
      Regulations for the Government of the School, 1839, pkg. 24.
   b. Educational Miscellany:
      Austin, S. Ackworth School, Report of, 1783, pkg. 2.
      Austin, S. Brown, M. Sketch of, pkg. 32.
      Austin, S. Early Friends and Education, pkg. 20.
      Austin, S. Hazard, Thomas, Account of, pakg. 20.
      Austin, S. Hill, Deborah, Data Respecting, No. B, pkg. 20.
      Austin, S. Papers and Manuscripts, Containing Educational and Historical Researches, pkg. 20, mss. 10 and 11.

Austin, S. Rotch, William, Account of, pkg. 20, ms. 7.
Austin, S. Thornton, Elisha, Data Respecting, pkg. 20 No. A.
Buffum, A. B. Public Friends' Visiting New England from 1656 to 1855, pkg. 17.
Howard, L. Letter Concerning Treatise Written by Job Scott, pkg 9.
Hussey, S. F. Examination of Asa Rand's Book, pkg. 15.
London Yearly Meeting Advice Concerning the Education of Children, 1709, pkg. 2.
Nantucket, Massachusetts, Papers Relating to, 1776-1778, pkg. 3.
Philadelphia Committee on Education Report, 1778, pkg. 9.
Philadelphia Yearly Meeting Boarding School Report, 1796, pkg. 16.
Rotch, William, Letters to Moses Brown Concerning the Education of Job Scott's Children, 1795-1802, pkg. 33.
Scott, Job, Journal with Genealogical Table, 1797, pkg. 9.
Scott, Job, Newspaper Articles about, pkg. 9.
Scott, Job, Papers Referring to the Education of his Children, pkg. 10.
Scott, Richard, Account of, 1643, pkg. 7.
Thornton, Elisha, his Book Containing Problems in Mathematics, pkg. 27.
Williams, Roger, Essay on the First Settlement of Providence, pkg.7.
Wood, H. T. Letters to Samuel Austin and Reports on Education, pks. 25.

8. Parcels Containing Data on Education—(Vault, Moses Brown School, Providence, R. I.)
   a. New England Yearly Meeting Boarding School:
      Act of Incorporation of Boarding School by the General Assembly of Rhode Island, parcel XVI.
      Alumni Association Gatherings, parcel XXV, misc. 957 D 1.
      Books Belonging to the Girls' Library, 1833, parcel XVI, misc. 895.
      Boys only in Moses Brown School, Legal Opinion Relating thereto, parcel XXIV, misc. 956 M.
      Buffum, David, his Bequest to the School, parcel XXI, misc. 953 B.
      Catalogues, Early, of the School, parcel XXXII, misc. 964 C.
      Cattell, Eleanor, Will of, and Bequest to the School, parcel XXI, misc. 953 L.
      Centennial Bulletins, 1919, parcel XLII, misc. 975.
      Class Reunions, parcel XXXV, misc. 967-1.
      Deeds of School Lots given by Moses Brown and Trustees, 1816, 1828, parcel XXI, misc. 923 A—953 A.

Earle, Pliny, Exercises in Trigonometry and Surveying used at the School, 1826, parcel XI.

Earle, Pliny, Letters from Reminiscences of the *Old School*, parcel XXIII, misc. 955 C.

Epistle to the Several Quarterly and Monthly Meetings Concerning the School, 1782, parcel XVa.

Extracts from the Records of the School Committee, 1780-1836, parcel XI, misc. 820.

Greene, L. A. Presentation of Dictionary to the School, parcel XXXIX, misc. 971 A.

Griscom, J., Autograph Letter Relating to Purchase of Collection of Minerals, parcel XXXI.

Harris, M. S., Graduating Diploma, 1857, parcels XXII, XXIII, misc. 955 H.

Jones, Augustine, History of Friends' School, 1779-1900, parcel IV.

Jones, Augustine, Instruction in Political Science, parcel IV.

Kelsey, R. W., Memoranda in Connection with the School, parcel XXXVII, misc. 969.

Lyceum Phoenix and other Society Records of early Days of the School, parcel XIX, misc. 950.

Macomber, Clarkson, Diary in Connection with the School, parcel, XII.

Male Scholars in School, List of, 1819-1827; 1837-1840, parcels, IX, XXV, misc. 809-812, 967 C.

Maps and Drawings Relating to School, parcel VIII, misc. 820

Mementos of the *Stution in ye Clden Days*, parcel XXIII, misc. A-V.

Minutes of School Committee, 1784-1788, parcel XVI.

Nichols, M. E., Diary of, in Relation to the Early Days of the School, parcel XXV, misc., 957 A.

Prominent Educators, a Partial List of, who have been Pupils at the School, parcel XXXVII.

Purinton, Betsy, Diary in Connection with the Early Days of the School, parcel XI, misc. 813.

Reports Concerning School, 1819-1847, parcel XXXVI, misc. 968.

Subscription Lists of School, 1814-1817, parcel XXI, misc. 953 A-957 J.

Subscription List for Gymnasium, parcel XXVIII, misc. 960.

Wilbur, John, Letter to John Osborne Concerning the School, 1841, parcel XLIII.

b. Educational Miscellany:

Bequests, Deeds, Charters, Subscriptions in Connection with Friends' Educational Activities in New England, parcel XXI, misc. 953.

Binford, L. M., Documents Relating to Funds of Oak Grove Seminary, Vassalboro, Maine, parcel XLVI, misc. 972 A.

Brown, Moses, Communication from, in his 95th year, parcel XXIV.

Brown, Obediah, His Latin Grammar, parcel XIII, misc. 827.

Calendars, Quaker, Containing Pictures Illustrative of Quakerdom, parcel XXXVIII, misc., 970.

Call from Death to Life . . . Sufferings of Marmaduke Stephenson, William Robinson and Mary Dyer in New England, 1659, parcel XI.

Clerkenwell School, Rules and Orders for its Government, parcel XV b, misc. G 17.

Coulthist's Academy, Outlines of Plan of Education at, parcel XV-a, pamphlet 877.

Crandell, Prudence, her School, parcel XV a.

Educational Association Conference, Proceedings of, parcel XV-a

Fox, George, Battledoor for Teachers and Professors to Learn Singular and Plural, parcel XIV, misc. 841.

Fox, George, Instructions for Right Spelling and Plain Directions for Reading and Writing True English . . . parcel XIII, misc. 82 S.

Fox, George and Burnyeat, J., A New England Fire-Brand Quenched, 1678, parcel XIII, misc. 82 S-1.

Freedmen's Institute, George Sturge Fund for, parcel XXXII.

Gurney, J. J., Extracts from Journal, parcel XI.

Jones, Augustine, George Fox in New England in 1672, parcel IV.

Jones, R. M., Society of Friends in Kennebeck County, parcel XXX, misc. F.

Kimball, J. C., Connecticut's Canterbury Tale, parcel XV-a.

Knowles, B. F., Data in Connection with the Maryville School, Tennessee, parcel XXII.

Levick, J. J., Early Friends and their Services in America, parcel XV-a, misc. 870.

Maryville Institute, Papers Relating to it, parcel XXII.

Meeting Houses and Documents Relating thereto in Providence, Newport, Boston, and North Scituate, parcel XXX, misc. 96 A-F.

New Bedford, Massachusetts, One Hundredth Anniversary of Monthly Meeting, parcel IV.

New England Yearly Meeting, Maps and Drawings of the Limits of, parcel VIII, misc. 820.

Norton, H., The England Ensign, 1659, parcel VIII, misc., 820-A.

Olney, T., Comments Concerning George Fox's Institutions, 1673, parcel VI.

Sands, David (New York Quaker, visited New England, 1777), *Journal*, parcel 1.

Spurgeon, C. H., George Fox, an Address Delivered to the Society of Friends in the Devonshire House, parcel XV-a.

Swansea, Massachusetts, Monthly Meeting, Deeds, parcel XXX, D-2.

Webster, Daniel, in Commemoration of the First Settlement of New England, parcel XV-a, pamphlet 889-h.

9. Letters from New England Quakers Concerning Former Quaker Schools.

(In possession of the writer)

II

Newspapers and Periodicals

Boston Morning Journal, August 15, September 15, 1868.

Friend, the American, 28 vols., Philadelphia, 1894-1821.

Friend, the, a Religious and Literary Journal, Philadelphia, since 1887.

Friend's Library, the, Comprising Doctrinal Treatises, Journals, and other Writings, 14 vols., Philadelphia, 1837-1850.

Journal of the Friends' Historical Society, 16 vols. London.

New Bedford Columbian Courier and Weekly Miscellany, December 10-20, 1802.

New Bedford Daily Evening Standard, September 15, October 20, 1860; May 25-June 10, 1873; October 28-November 5, 1887; February 15-25, and July 10-20, 1892.

Newport, Rhode Island, *Mercury*, June 21-30, 1862; July 1-8, 1905.

Providence, Rhode Island, *Daily Post*, June 28-July 3, 1859. *Evening Bulletin* September 30-October 5, 1865. *Herald*, August 29-September 5, 1868. *Journal*, September 30-October 5, 1865; September 27-October 3, 1866; September 25-October 2, 1867; September 29-October 7, 1868; June 24, 1903; August 30, 1906.

Quaker, the, a Fortnightly Journal, Philadelphia, 1920-1922.

Students' Companion, Devoted to Education Among Friends, New Market, North Carolina, 1868-1870.

Worcester Aegis and Transcript, October 7, 1865.

III

Printed Source and Secondary Material

Acts of Parliament Relative to those Protestant Dissenters Called Quakers, London, 1757

Adams, J. T., *The Founding of New England*, Boston, 1921.

Ainsworth, C., *Digest of the Laws of New Hampshire Relating to Common Schools*, Concord, 1850.

A Letter to the Society of Friends on the Religious Instruction of their Youth, London, 1808.

A Quaker Sea-Journal, Being a True Narration of a Voyage to New England Performed by Robert Fowler of the Town of Burlington in Yorkshire in the year 1658. London, 1659.

Arnold, S. G., *History of the State of Rhode Island*, 2 vols., New York, 1859.

A Selection from the Christian Advices Issued by the Yearly Meeting of the Society of Friends Held in London, London, 1813.

A Short Story of George Fox Prepared for Young Children, Philadelphia, 1833.

Barclay, R., *A Catechism and Confession of Faith . . .* London, 1803.

Bellers, J., *Proposals for Raising a College of Industry of all Useful Trades and Husbandry . . .* London, 1696.

Benezet, A. *A Short Account of the People Called Quakers*, Philadelphia, 1780.

Benezet, A. *The Pennsylvania Spelling Book* or *Youth's Friendly Instructor*, Dublin, 1800.

Besse, J., *Sufferings of the Quakers*, 2 vols., London, 1753.

Bewly, J., *Education in the Society of Friends*, Dublin, 1871.

Biographical Sketches and Anecdotes of Members of the Religious Society Called Friends, Philadelphia, 1870.

Bishop, G. *New England Judged*, London, 1661.

Bowden, J. *The History of the Society of Friends in America*, 2 vols., London, 1850.

Bownas, S. (English Quaker, visited New England in 1702) *Life and Travels*, London, 1761.

Bradford, A. *History of Massachusetts*, 3 vols., Boston, 1822-29.

Braithwaite, W. C. *The Beginnings of Quakerism*, London, 1912.

Braithwaite, W. C. *Quakerism in the Restoration Period*, London, 1908.

Braithwaite, W. C. *The Second Period of Quakerism*, London, 1919.

Brayshaw, A. N. *The Personality of George Fox*, London, 1918.

Brayshaw, A. N. *The Quakers*, New York, 1927.

Burnyeat, J. (Visited N. E., 1666, 1671, 1676) *Journal*, London, 1690.

Bush, G. G. *History of Education in New Hampshire*, U. S. Bureau of Education, 1898, No. 3, Washington, D. C.

Chalkley, T. (Visited New England, 1698) *Journal*, London, 1751.

Chalkley, T. *Works*, Philadelphia, 1749.

Champlin, J. T. *Educational Institutions in Maine While a District of Massachusetts, Maine Historical Society Collections*, vol. 8.

Clarkson, T. *A Portraiture of Quakerism*, Indianapolis, 1870.

Coale, J. (Visited New England, 1658) *Works*, London, 1671.

Collection of Memorials, A, Concerning Divers Deceased Ministers and Others of the People Called Quakers . . . Printed by Joseph Crukshank, Philadelphia, 1787

Connecticut Public Records, 1636-1776, 15 vols., *Hartford*, 1850-1890.

Conversation as Between Parents and Children Designed for the Instruction of Youth, Philadelphia, 1834.

Cox, S. H. *Quakerism Not Christianity*, Boston, 1833.

Crapo, W. W. *Centennial in New Bedford, Massachusetts*, New Bedford, 1876.

Davis, W. T. *Plymouth Massachusetts Memories of an Octogenarian*, Plymouth, 1906.

Drake, S. A. *Making of New England*, New York, 1886.

Edmundson, W. (Visited New England, 1672 and 1676) *Journal*, London, 1774.

Emmerson, G. B. *Education in Massachusetts*, Boston, 1829.

Emmott, E. B. *A Short History of Quakerism*, London, 1915.

Evans, T. *An Exposition of the Faith of the Religious Society of Friends Commonly Called Quakers*, Philadelphia, 1828.

Evens, C. *Friends in the Seventeenth Century*, Philadelphia, 1885.

Fisher, S. G. *The Quaker Colonies* . . . Yale University Press, New Haven, 1921.

Fiske, J. *Dutch and Quaker Colonies, The, in America*, 2 vols., Boston, 1899.

Fiske, J. *Beginnings of New England*, Boston, 1896.

Ford, P. L. (Editor) *New England Primer*, New York, 1897.

Fothergill, J. (Visited New England, 1706, 1722, 1737) *Life and Travels*, London, 1753.

Fox, G. *Journal*, Philadelphia, 1808.

Fox, G. *Primer, A, for the Schollars and Doctors of Europe*, London, 1865.

Fox, G. *To all Schoolmasters, Priests, and Teachers* . . . London, 1660.

Fox, G. *Warning, A, to all Teachers of Children, which are Called Schoolmasters and Mistresses and to Parents* . . . London, 1657.

Fox, G. *Works*, 8 vols., New York, 1831.

Gartland, E. L. *New Bedford's Story*, New Bedford, Mass., 1920.

Gaugh, J. *History of the People Called Quakers*, 4 vols., Dublin, 1790.

Griscom, J. (Principal of Moses Brown School, New England Yearly Meeting Boarding School, 1832-1835) *Memoirs*, New York, 1859.

Grizzell, E. D. *Origin and Development of the High School in New England Before 1865*, New York, 1923.

Grubb, E. *Early Quakers*, Cambridge, Mass., 1912.

Grubb, E. *What is Quakerism?* Cambridge, Mass., 1914.

Gurney, J. J. *Observations on the Distinguishing Views and Practices of the Society of Friends*, New York, 1840.

Hallowell, B. *The Young Friends' Manual Containing a Statement of Some of the Doctrines and Testimonies of Friends and of the Principles of Truth Professed by that Society*, Philadelphia, 1876.

Hallowell, R. P. *The Pioneer Quaker*, Boston, 1887.

Hallowell, R. P. *The Quaker Invasion of Massachusetts*, Boston, 1887.

Hand-Book to all Religions, Philadelphia, 1877.

Hazard, C. *Narrangansett Friends' Meeting*, New York, 1899.

Hirst, M. E. *The Quakers in Peace and War*, London, 1923.

Holder, C. F. *The Quakers in Great Britain and America*, New York, 1913

Hough, F. B. *Papers Relating to the Island of Nantucket with Documents Relating to the Original Settlement of the Island . . .* Albany, N. Y., 1856.

Janney, S. M. *Conversations on Religious Subjects between Father and his two Sons*, Philadelphia, 1835.

Janney, S. M. *History of the Religious Society of Friends from its Rise to 1828*, 4 vols., Philadelphia, 1861.

Janney, S. M. *Life of George Fox*, Philadelphia, 1856.

Jernegan, M. W. *Beginnings of Public Education in New England*, *School Review*, XXIII, No. 5, pp. 319-330, May 1915; No. 6, pp. 361-380, June 1915.

Johnson, C. *Old-Time Schools and School-Books*. New York, 1917.

Jones, A. *The Taxation of Friends' School by the State of Rhode Island and Reasons for its Exemption*, Providence, 1893.

Jones, R. M. *Eli and Sybil Jones* (in the state of Maine) Philadelphia, 1889.

Jones, R. M. *The Later Periods of Quakerism*, 2 vols., London, 1921.

Jones, R. M. *The Life and Message of George Fox*, 1624-1924, New York, 1924.

Jones, R. M. assisted by Sharpless, I. and Gummere, A. M. *Quakers in American Colonies*, London, 1911.

Kelsey, R. W. *Centennial History of Moses Brown School*, Providence, 1919.

Kelsey, R. W. *Friends and the Indians*, Philadelphia, 1917.

Kimball, G. S. *Pictures of Rhode Island in the Past*, 1642-1833 . . . Providence, 1900.

Klain, Z. *Quaker Contributions to Education in North Carolina*, Phila., 1925.

Knight, R. *The Founder of Quakerism—A Psychological Study of the Mysticism of George Fox*, New York, 1923.

Lewis, A. and Newhall, J. R. *History of Lynn, Mass.*, Boston, 1865.

Lippincut, H. M. *Portraiture of . . . Quakers*, Philadelphia, 1915.

London Yearly Meeting, Epistles from, 1681-1817, London, 1818.

McClintock, N. J. *History of New Hampshire*, Boston, 1889

Macy, Obediah. *History of Nantucket*, Boston, 1835.

Magill, E. H. *Educational Instruction in the Society of Friends*, Chicago, 1893.

Maine, Laws of, in Relation to the Education of Youth . . . Portland, 1826.

Massachusetts Historical Society Collections, Boston, 1792-1890.

Massachusetts, Records of the Colony of New Plymouth in New England, 1620-1692, edited by N. B. Shurtleff and others, 12 vols., Boston, 1855-1861.

Maule, J. *Transactions and Changes in the Society of Friends*, Philadelphia, 1886.

Michner, F. *A Retrospect of Early Quakerism*, Philadelphia, 1860.

Mitchell, H. E. and Davis. *Vassalboro Register*, Kents Hill, Maine, 1904.

Mowry, W. A. *Recollections of a New England Educator, 1838-1908*, New York, 1908.

Murray, L. *Abridgement of English Grammar*, Philadelphia, 1807.

Murray, L. *A Compendium of Religious Faith and Practice Designed for Young Persons of the Society of Friends*, New York, 1817.

Murray, L. *English Exercises*, Baltimore, 1813.

Murray, L. *English Reader*, Philadelphia, 1808.

Murray, L. *Introduction to the English Reader*, Philadelphia, 1828.

Murray, L. *Sequel to the English Reader*, or *Elegant Selections in Prose and Poetry*, Philadelphia, 1831.

New Hampshire Documents and Records . . . 1623-1800, 31 vols., Concord, 1867-1907.

Palfrey, J. J. *History of New England*, 3 vols., Boston, 1859-1864.

Parrish, E. *Essays on Education in the Society of Friends*, Philadelphia, 1866.

Pease, Z. W. *History of New Bedford, Mass.*, 3 vols., New York, 1918.

Peck, E. B. *Early Text Books in Connecticut, in the Connecticut Magazine, IV*, 61-72.

Peckover, E. (Visited Nantucket, 1743) *Journal, in Journal of Friends' Historical Society*, I, London.

Penn, W. *Extracts from the Advice to his Children*, London, 1819.

Penn, W. *Journal of his Life*, London, 1771.

Penn, W. *Letter to his Wife and Children*, (bound in a volume of *Friends' Tracts*) London, 1822.

Peterson, E. *History of Rhode Island*, New York, 1853.

Philadelphia Yearly Meeting, Rules of Discipline of, Philadelphia, 1806.

Potter, W. J. *The First Congregational Society in New Bedford, Massachusetts*, New Bedford, 1889.

Providence, Early Records of the Town of, 15 vols., Providence, 1892-1899.

Reckitt, W. (English Quaker, visited New England, 1757) *Life and Labors*, London, 1776.

Rhode Island Committee on the Subject of Schools . . . Providence, 1832.

Ricketson, D. *History of New Bedford, Mass.*, New Bedford, 1890.

Rodman, T. R. *Historical Sketch of the New Bedford Academy*, New Bedford, 1876.

Rowntree, J. S. *Quakerism Past and Present*, London, 1859.

Rowntree, J. S. *The Society of Friends, Its Faith and Practice*, London, 1901.

Seybolt, R. F. *Apprenticeship* . . . *Education in Colonial New York and New England, Teachers College, Columbia University, Contributions to Education, No. 85*, New York, 1917.

Small, W. H. *Early New England Schools*, Boston, 1914.

Smith, J. *A Descriptive Catalogue of Friends Books* . . . 2 vols., London, 1867.

Smith, T. L. *History of the Town of Windham, Maine*, Portland, 1873.

Staples, W. R. *Annals of the Town of Providence* . . . Providence, 1843.

Starbuck, A. *Hitsory of Nantucket County, Island and Town*, Boston, 1924.

Steiner, B. C. *History of Education in Connecticut*, U. S. Bureau of Education, No. 2, Washington, D. C., 1893.

Stockwell, T.B. *History of Public Education in Rhode Island*, Providence, 1876.

Story, T. (Visited Nantucket, 1704) *Journal*, Newcastle-upon-Tyne, 1747.

Thomas, A. C. and R. H. *A History of the Friends in America*, Phila., 1919.

Tolman, W. H. *History of Higher Education in Rhode Island*, U. S. Bureau of Education, 1894, No. 1, Washington, 1894.

Townsend, A. N. *Chronology of the Society of Friends, 1644-1828*, Phila., 1895.

Weeden, W. B. *Early Rhode Island*, New York, 1910.

Williams, R. *George Fox Digged out of his Burrowes* . . . Boston, 1676.

Williamson, W. D. *History of the State of Maine, 1602-1820*, 2 vols., Hallowell, Maine, 1832.

Woody, T. *Early Quaker Education in Pennsylvania*, New York, 1920.

Woody, T. *Quaker Education in the Colony and State of New Jersey*, Philadelphia, 1923.

Woolman, J. (Visited New England, 1747). *First Book for Children*, Philadelphia, 1769.

Woolman, J. *Works*, Philadelphia, 1806.

Worth, H. B. *Quakerism on Nantucket* . . . Nantucket Historical Association, 1896.

INDEX

Acushnet, Mass., Quaker school reported, 142.
Adult education, 181, 197.
Aldrich, D., on N. E. Yr. Mtg., Bdg. Sch. Committee, 73.
Aldrich, N., on school committee, Uxbridge, Mass., 145.
Aldrich, Samuel, on education committee, N. E. Yr. Mtg., 46.
Aldrich, Stephen, education of his children at expense of Smithfield, 52.
Aldrich, T., to encourage Mo. Mtgs. to send poor children to the Yr. Mtg. Bdg. Sch., 68.
Allen, E., on school committee, Sandwich, Mass., 142.
Almy, W., on school committee, N. E. Yr. Mtg. Bdg. Sch., 73, 76
Ambrose, A., seventeenth century Quaker woman penetrating into the Province of Maine, 158.
Angell, J., Job Scott sends bill for the education of Angell's children, 102.
Anthony, A., requested to enquire after a school master, 12, 35; to assist in procuring scholars and in setting up a school, 60.
Anthony, W., Jr., on education committee, N. E. Yr. Mtg., 15.
Archdale, J., influenced by Fox, 1.
Arnold, B., treasurer of school fund, Smithfield, R. I., 51; on school committee, Prov., R. I., 104.
Arnold, E., on school committee, Uxbridge, Mass., 145.
Arnold, G., education committee, Smithfield, R. I., 46.
Arnold, Jacob, to secure teachers, and to receive money from the Rachel Thayer Fund, 52.
Arnold, James, contributor to, and trustee of Friends' Academy, New Bedford, Mass., 131.
Arnold, S., education of his son to be undertaken by Elisha Thornton, 41; to determine price of board for school master, Smithfield, 51.
Arnold, T., to have printed and distributed 200 copies of document signed by Moses Brown urging establishment of Yr. Mtg. Bdg. Sch., 67; on school committee, Providence,R.I., 104; contributor to, and trustee of Friends' Academy, New Bedford, Mass., 131.
A Select School for Young Ladies of Color, 112-114.
Austin, Andrew, on school committee, Salem, Mass., 151.
Austin, Ann, pioneer Quaker woman in America, 1 f.
Austin, E., from Vassalboro, Maine, attends N. E. Yr. Mtg. Bdg. Sch., Prov., R. I., 164.
Austin, James, clerk, Nantucket, Mo. Mtg., 127.
Austin, Jeremiah, on education committee, N. E. Yr. Mtg., 15; on N. E. Yr. Mtg. Bdg. Sch. committee, 73; on school committee, Sandwich, Mass., 142.
Austin, Jeremiah, Jun., education committee, Westport, Mass., 138.
Austin, Mary, daughter of Samuel; letter to author concerning her father's school, 105 f.
Austin, R., on school committee, Nantucket, Mass., 127.
Austin, Samuel, conducts Union Hall School, Prov., R. I., 105 f.
Averill, Mrs., makes donation to girls' dormitory, Oak Grove Seminary, Vassalboro, Maine, 173.

Bailey, C. M., makes liberal donations to Oak Grove Seminary, Vassalboro, Maine, 169ff.
Baker, A., on school committee, Uxbridge, Mass., 145.
Barclay, D., letter from Moses Brown relating to education, 10 f.
Barclay, R., his Cathechism procured for Dartmouth, Mass., 129; for Swansea, Mass., 139.
Barker, A., his letter depicting early life of the N. E. Yr. Mtg. Bdg. Sch., 81.
Barker, J., to aid in procuring a school master, Dartmouth, Mass., 128.
Barrett, J., on education committee, Richmond, N. H., 153.

Basset, J., on school committee, Prov., R. I., 104.
Battey, A. S., aids in work among Negroes, 179 f.
Battey, R., aids in work among Negroes, 179 f.
Battey, T., custodian of records, for N. E. Yr. Mtg., Moses Brown School, Prov., R. I., ix.
Benezet, A., letter from Moses Brown relating to education, 10 f; his Spelling Book and Primers procured, Smithfield, R. I., 53; rules in his Spelling Book to be observed, South Kingston, R. I., 107 f.
Blair, F. S., co-operates with N. E. Quakers in aiding N. C. Quakers, 177.
Blair, R., teacher in Academy, Windham, Maine, 159.
Boadle, J., school master, Nantucket, Mass., 126.
Bolton, Mass., school progress, 146-148.
Borden, M., Quaker meeting at house of, Newport, R. I., 35 note.
Bowden, J., sends printed papers to Quaker meeting, 5.
Bowerman, J., on school committee, Sandwich, Mass., 142.
Brayton, R., to aid in setting up a school, Nantucket, Mass., 123; his letter to Obadiah Brown mentioned, 124.
Breed, E., supt., N. E. Yr. Mtg. Bdg. Sch., 80.
Breed, L., wife of supt., N. E. Yr. Mtg. Bdg. Sch., 80.
Brown, Elizabeth, school teacher, Nantucket, Mass., 121.
Brown, Eseck, receives bill from John Lawton for instructing his Children, 103.
Brown, M., letters to Anthony Benezet and to David Barclay relating to education, 10; on education committee, N. E. Yr. Mtg., 15 note; on education committee, Smithfield, R. I., 46; letters from Elisha Thornton relating to education, 41f; makes substantial donation to N. E. Yr. Mtg. Bdg. Sch., 75f; to make inquiry as to possible number of pupils for the school at Smithfield, R. I., and to procure a teacher, 53; urges the establishment of the N. E. Yr. Mtg. Bdg. Sch., 65f.; 70f.; to have printed and distributed 200 copies of document urging the establishment of the N. E. Yr. Mtg. Bdg. Sch., 66 f.; to encourage mo. mtgs. to send the poor to the N. E. Yr. Mtg. Bdg. Sch., 65 f.; purpose of N. E. Yr. Mtg. Bdg. Sch. set forth in letter to Samuel Neal, 70f.; urges increase of N. E. Yr. Mtg. Bdg. Sch. fund, 73ff; on committee to erect buildings for the N. E. Yr. Mtg. Bdg. Sch., 76; resigns as Treasurer of the N. E. Yr. Mtg. Bdg. Sch. fund, 82f; receives bill from Job Scott for the instruction of his and other children, 102.; letter from Mary Mitchell, Nantucket, Mass., relative to education, 125 f; his generosity mentioned, 166.
Brown, O., (son of Moses Brown) letter from Elisha Thornton in regard to education, 41 f; on committee to erect buildings for the N. E. Yr. Mtg. Bdg. Sch., 76; donation to the N. E. Yr. Mtg. Bdg. Sch., 80; letter from Robert Brayton mentioned, 125; pays bill for the education of Job Scott's children, 131; trustee, Friends' Academy, New Bedford, Mass., 134; in correspondence with Daniel Straud relative to education, 143 f.
Brown, T. K., advice as to separate N. E. Yr. Mtg. Bdg. Sch. for girls, 99.
Buffington, Maria J., teacher in Negro school, 180.
Buffington, Moses, to aid in setting up schools in Swansea, Mass., 139 f.
Buffington, S. C., mentioned in connection with education fund, Swansea, Mass., 141.
Buffum, D., on education committee, Smithfield, R. I., 46; to provide education for poor children, Smithfield, R. I., 52.
Buffum, W., to obtain money for education from the Rachel Thayer Fund, 53.

Burleigh and Bodwell make donation of land to Oak Grove Seminary, Vassalboro, Maine, 167.
Burnyeat, J., Quaker missionary, mentioned, 111.
Burril, J., delivers a book in manuscript, 5.
Buxton, D. Jun., on school committee, Salem, Mass., 151.
Cadbury, R., aids negroes through Freedmen's Association, 180.
Cambria, Va., aid extended for Negro education at, 187 f.
Canterbury, Ct., school progress and difficulties at, 111 ff.
Carey, S. T., teacher in Negro schools, 179 f.
Carpenter, C., to receive subscriptions for school, Newport, R. I., 37.
Cartland, G., wife of supt., N. E. Yr. Mtg. Bdg. Sch., 82.
Cartland, J., supt., N. E. Yr. Mtg. Bdg. Sch., 82.
Cartland, M., teacher, N. E. Yr. Mtg. Bdg. Sch., and principal, Clinton Grove Seminary, North Weare, N. H., 155 f.
Cass, D., sends his children to town school in preference to Quaker school, Richmond, N. H., 154.
Chamberlain, J., colonial Quaker in Boston, Mass., 3.
Chase, D., to inspect school situation, Portsmouth, R. I., 61.
Chase, J., to inspect school situation, Portsmouth, R. I., 61.
Chase, L., contributes to schools in vicinity of Swansea, Mass., 141.
Chase, W. J., advice as to separate N. E. Yr. Mtg. Bdg. Sch. for girls, 99.
China, Maine, school progress at, 160 f.
Claremont, Va., aid extended for Negro education at, 188.
Clarke, W., requested to deliver books, and to examine manuscript, 5.
Classification of the poor to partake of school fund, 69.
Clinton Grove Academy, 155.
Cobb, E., visits Indians, 189.
Cobb, W., on school committee, Falmouth, Maine, 158.
Coddington, W., prosperous Quaker colonist in Newport, 3, 34.
Coffin, S., to aid in procuring school master, Nantucket, Mass., 118.
Cole, E., on school committee, China, Maine, 161.
Coleman, I., early settler, Nantucket, Mass., 115.
Coleman, W., school master, Nantucket, Mass., 110.
Collins, E., receives orders for George Fox's primers, Salem, Mass., 151.
Collins, J., to aid in setting up a school, South Kingston, R. I., 106.
Collins, M., school master, Lynn, Mass., 149.
Comstock, G., on N. E. Yr. Mtg. Bdg. Sch. committee, 73.
Comstock, N., school master, Nantucket, Mass., 121.
Cornell, S., supt., N. E. Yr. Mtg. Bdg. Sch., 88.
Cook, E. H., principal, Oak Grove Seminary, Vassalboro, Maine, 166.
Courses of study, as outlined by Moses Brown, 10, 64 f; at N. E. Yr. Mtg. Bdg. Sch. 81 f, 90 ff; at Friends' Academy, New Bedford, Mass., 135 f; for the Maryville Normal School, Tennessee, 184 f.
Cox, A. F., leaves fund, Oak Grove Seminary, Vassalboro, Maine, 171
Crandall, H. E., sister to Prudence, and assistant in the school at Canterbury, Ct., 111 ff.
Crandall, P., Quaker woman teacher in Canterbury, Ct., 111 ff.

Dame, J., school committee, N. E. Yr. Mtg., 15 note.
Dame, R., school committee, Salem, Mass, 151.
Dartmouth, Mass., school progress, 128 ff.
Davis, E., on N. E. Yr. Mtg. Bdg. Sch. committee, 73.
Davis, J., on N. E. Yr. Mtg. Bdg. Sch. committee, 73.
Davis, O., conducts private school, Swansea, Mass., 140.
Dean, W., trustee, Friends' Academy, New Bedford, Mass., 132.

Delano, P., on education committee, N. E. Yr. Mtg., 15.
Denmark, South Carolina, aid extended for Negro education at, 188.
Dexter, B., on education committee, Richmond, N. H., 153.
Dickson, J., calls attention to work to be done among Negroes in Tennessee, 183.
Douglass, Mass., school mentioned at, 146.
Dow, A., on education committee, N. E. Yr. Mtg., 15.
Dow, G., to aid in selling school house, Bolton, Mass., 148.
Dow., M., on school committee, Vassalboro, Maine, 164.

Earle, A., on education committee, N. E. Yr. Mtg., 46; on school committee, Uxbridge, Mass., 145.
Earle, E., on committee, Indian affairs, 194.
Easton, J., to assist in setting up a school, Portsmouth, R. I., 60; and to procure scholars for the same, 60.
Easton, N., embraces Quakerism, 34.
Easton, S., to pay teacher, Newport, R. I., 12; Quaker school lot adjoins his land, 35; Treasurer of school accounts, 36.
Edmundson, W., Quaker missionary, 111.
Educational Philanthropy, 175 ff.
Education of the poor, 46, 52, 62, 68, 69.
Education of women, 99 ff; 172 ff.
Elan, S., contributor to, and trustee of Friends' Academy, New Bedford, Mass., 131; bequeaths library to same, 132 f.
Emmet, E., school master, Nantucket, Mass., 116.
Emmet, J., Nantucket, Mass., school master, desires to set up a school in the neighborhood of Prov., R. I., 10.
Estes, M., school committee, China, Maine, 161

Fairfield, R., on education committee, Vassalboro, Maine, 164.
Falmouth, Maine, schools reported, 158.
Farnum, D., on school committee, Uxbridge, Mass., 145.
Farnum, J., on school committee, Prov., R. I., 104.
Farnum, M., on education committee, N. E. Yr. Mtg., 15; Smithfield, R. I., 46; to provide education for poor children, and procure teachers, 52.
Fisher, M., pioneer Quaker woman in America, 1 f.
Folger, G., to aid in setting up a school, Nantucket, Mass., 123.
Folger, Peleg, on education committee, Nantucket, Mass., 115.
Folger, Phebe, school teacher, Nantucket, Mass., 119.
Folsom, B., on school committee, Salem, Mass., 151.
Fothergill, S., Quaker missionary visits, Maine, 158.
Fowler, S., on school committee, Uxbridge, Mass., 145.
Fox, G., warns school masters and mistresses, IV.; promotes education, 6; his primers procured, 12, 35, 60, 102, 106, 108, 115, 128, 139, 151; visits Prov., R. I., 102.
Freeborn, B., to inspect condition of schools, Portsmouth, R. I., 61; to sell school, 62.
Freeman, E., school master, Nantucket, Mass., 118, 121.
Friends' Academy, New Bedford, Mass., 131 ff.
Frisby, D., to aid in opening subscriptions for school, Westport, Mass., 138.
Fry, A., teacher, North Weare, N. H., 157.
Fry, J., on school committee, Vassalboro, Maine, 164.
Frye, E., aids in founding Oak Grove School, Vassalboro, Maine, 164.
Fulsom, J., on education committee, N. E. Yr. Mtg., 15.
Funds, see School.

Gardner, D., teacher, N. E. Yr. Mtg. Bdg. Sch., 77.
Gardner, L., teacher, Nantucket, Mass., 122.

Gardner, P., on school committee, Nantucket, Mass., 127.
Gardner, S., on education committee, N. E. Yr. Mtg., 15.
Garrison, W. L., advice concerning school, Canterbury, Ct., 112.
Gifford, S. K., principal, N. E. Yr. Mtg. Bdg. Sch., 97.
Gifford, W., to aid in opening school subscription, Westport, Mass., 138.
Goddard, H. H., principal, Oak Grove Seminary, Vassalboro, Maine, 171.
Gore, D., school committee, Salem, Mass., 151.
Gore, S., school committee, Salem, Mass., 151.
Gould, D., to examine manuscript, and report, N. E. Yr. Mtg., 5.
Gove, M. E., teacher in Negro school, 180
Gray, A., school committee, Prov., R. I., 104.
Green, B., letter from Samuel B. Toby, depicting early life of N. E. Yr. Mtg. Bdg. Sch., 80.
Green, R., his school in Nantucket mentioned, 125.
Greene, C., on N. E. Yr. Mtg. Bdg. Sch. committee, 73; on school committee, Prov., R. I., 104, on school committee, New Bedford, Mass., 130.
Greene, P., on education committee, N. E. Yr. Mtg., 15.
Greene, T., preceptor, Friends' Academy, New Bedford, Mass., 133.
Greenwich, R. I., school progress, 108 ff.
Griscom, J., principal, N. E. Yr. Mtg. Bdg. Sch., 83.
Grove, W. H., principal, Clinton Grove Academy, 155.
Gummere, S., teacher, N. E. Yr. Mtg. Bdg. Sch., 83.

Hacker, W. E., trustee, Alice Needham fund for education, 152.
Hadwen, J., reports on education of the poor, Newport, R. I., 37.
Hampton Normal School, aid extended to young men in, 183.
Hannaford, G., on school committee, Falmouth, Maine, 158.
Harker, J., on N. E. Yr. Mtg. Bdg. Sch. committee, 73.
Harkness, N., on education committee, Richmond, N. H., 153.
Harper, M., mentioned in Daniel Straud's letter to Obadiah Brown relative to education, 143.
Harrington, G., pupil at Oak Grove Seminary, sets buildings on fire, Vassalboro, Maine, 169.
Hastings, W. P., supt., Maryville Normal School, Tennessee, 184.
Hawes, A. G., teacher in Negro industrial school, 180.
Hawes, M. L., teacher in Negro school, 180.
Hawks, S., on school committee, Vassalboro, Maine, 164.
Hazard, T., to encourage mo. mtgs, to send the poor to the N. E. Yr. Mtg. Bdg. Sch., 68; on N. E. Yr. Mtg. Bdg. Sch. committee, 73; to aid in setting up school, South Kingston, R.I., 106.
Henniker, N. H., school reported at, 155.
High Point, North Carolina, aid extended for Negro education at, 186 f.
Hill, D., teacher, N. E. Yr. Mtg. Bdg. Sch., 77.
Hills, S., on school committee, Prov., R. I., 104.
Hoag, E., teacher, Lynn, Mass., 150.
Hoag, I., director, Clinton Grove Academy, North Weare, N. H., 156.
Hobbie, W., principal, Oak Grove School, Vassalboro, Maine, 165.
Hobbs, L. L., author's indebtedness to, V.
Hobbs, M. M., author's indebtedness to, V.
Hobby, R., on N. E. Yr. Mtg. Bdg. Sch. committee, 73; founder of Quaker community in Vassalboro, Maine, 161.
Hodgson, J., on school committee, Salem, Mass, 151.
Hodgson, M., director, Clinton Grove Academy, North Weare, N. H., 156.
Holden, J., on school committee, Prov., R. I., 104.
Holden, T., school committee, Bolton, Mass., 147 f.

Horton, J., school committee, Falmouth, Maine, 158.
Houghton, A., school committee, Bolton, Mass., 148.
Howland, C., on school committee, New Bedford, Mass., 130.
Howland, E., on committee, Indian affairs, 194.
Howland, G. Jr., treasurer, N. E. Yr. Mtg., 167.
Howland, J., school committee, New Bedford, Mass., 130.
Howland, T., on committee to erect buildings, N. E. Yr. Mtg. Bdg. Sch., 76; teacher, 77.
Hoxie, B., to aid in setting up a school, South Kingston, R. I., 106.
Hoxsie, S., on education committee, N. E. Yr. Mtg., 15.
Hussey, A., teacher, Nantucket, Mass., 125.
Hussey, S., education committee, Vassalboro, Maine, 162.
Hussey, T. B., visits Maryville Normal School, Tennessee, 185.
Increased educational activity of local meetings, 14 ff., 61 ff.
Industrial education, 180, 197.
Indians, aid extended to, 189 ff.
Jay, A., teacher, Nantucket, Mass., 116.
Jenkins, J., to aid in setting up a school, Nantucket, Mass., 123.
Jenkins, S., proposed as school mistress, Nantucket, Mass., 125.
Jones, Asa, on school committee, China, Maine, 161.
Jones, Augustine, as principal, depicts early life and progress of the N. E. Yr. Mtg. Bdg. Sch., 82, 95f; principal, Oak Grove Seminary, Vassalboro, Maine, 166.
Jones, C. H., principal, Clinton Grove Academy, 156; principal and teacher, Oak Grove Seminary, Vassalboro, Maine, 168f.
Jones, C. M., Clerk, N. E. Yr. Mtg., 168.
Jones, Eli, principal, Oak Grove Seminary, Vassalboro, Maine, 165f; missionary work in Syria, 198.
Jones, Ephriam, on school committee, China, Maine, 161.
Jones, H. E., matron, Oak Grove Seminary, Vassalboro, Maine, 168.
Jones, Richard, principal, Oak Grove Seminary, Vassalboro, Maine, 166.
Jones, Rufus, M., indebtedness of the author to, v; principal Oak Grove Seminary, Vassalboro, Maine, 170 f.
Jones, Stephen, Jun., visits Indians, 190.
Jones, Stephie, perishes in flames, Oak Grove Seminary, Vassalboro, Maine, 169.
Jones, Susannah, on school committee, China, Maine, 161.
Jones, Sybil, missionary work in Syria, 198.

Keene, L. G., teacher, Lynn, Mass., 150.
Kelsey, R. W., indebtedness of author to, v.
King, F. T., receives aid for North Carolina Quakers, 175.
Klain, M. C., aid in this study, v.
Knowles, J., to aid in setting up a school, South Kingston, R. I., 106.
Lake, R., on school committee, Sandwich, Mass., 142.
Lake, W., receives pay for teaching Quaker children, 12.
Lang, J. D., aid in founding Oak Grove School, Vassalboro, Maine, 164 f.
Lapham, T., on education committee, Smithfield, R. I., 47; to determine price of board for school master, 51; to procure teacher, 53; on school committee, Prov., R. I., 104.
Lawton, I., teacher, N. E. Yr. Mtg. Bdg. Sch., 103 f.
Lawton, J., keeps school in Prov., R. I., 104.
Lawton, P., to sell school, Portsmouth, R. I., 62.
Laws against Quakers, 2.
Lincoln School purchased for separate girls' school, N. E. Yr. Mtg., 100 f.
Loddewick, C., teacher, Newport, R. I., 6, 12, 34 f.
London Yearly Meeting sends advice on education to New England Quakers, 12 f.
Lottsburg, Va., aid extended to schools in, 182.

Lynn, Mass., school progress, 149 f.

Macy, E., teacher, Nantucket, Mass., 116.
Macy, J., on education committee, Nantucket, Mass., 115.
Macy, S., on education committee Nantucket, Mass., 115.
Macy, T., early settler, Nantucket, Mass., 115.
Macy, W., on school committee, Nantucket, Mass., 122.
Maryville, Tennessee, Normal Institute, aid extended to, 182 ff.
Mason, R. W., principal Negro school, 180.
Master, J., on education committee, Westport, Mass., 138.
Maxfield, D. C., Clerk, yr. mtg. Sch. 100f.
Mitchell, G., teacher, Nantucket, Mass., 123.
Mitchell, J., education committee, Nantucket, Mass., 115.
Mitchell, M., teacher, N. E. Yr. Mtg. Bdg. Sch., 77; letter from Nantucket to Moses Brown relating to education, 125; mentioned in Daniel Straud's letter to Obadiah Brown, 143.
Mitchell, O., to aid in setting up a school, Nantucket, Mass., 123.
Mitchell, P., to aid in procuring a school master, Nantucket, Mass., 118.
Mitchell, R., to make inspection of schools, Portsmouth, R. I., 61.
Moody, M. S., preceptor, Friends' Academy, New Bedford, Mass., 133.
Morrell, S., education committee, N. E. Yr. Mtg., 15.
Mosher, John, to aid in opening subscription for school, Westport, Mass., 138.
Mosher, Joseph, education of his children paid for by the meeting, Smithfield, R. I., 52.
Mott, J., requested to examine manuscript, and report, N. E. Yr. Ntg., 5; on N. E. Yr. Ntg. Bdg. Sch. committee, 73.
Moving school plan, 55.
Mowry, H., teacher, Bolton, Mass., 147.
Mowry, R., on school committee, Uxbridge, Mass., 145.
Nantucket, Mass., school progress, 115 ff.
Needham, A., donates money for education, Salem, Mass., 151 f.
Needham, J., on N. E. Yr. Mtg. Bdg. Sch. committee, 73.
Negroes, aid extended to, 177 ff.
Negro teachers trained, 184.
Neal, James, on education committee, N. E. Yr. Mtg., 15.
Neal, John, attended Quaker boarding school, Windham, Maine, 159.
Neal, S., purpose of N. E. Yr. Mtg. Bdg. Sch. set forth in a letter from Moses Brown, 71.
Newall, D., on education committee, N. E. Yr. Mtg., 15; on N. E. Yr. Mtg. Bdg. Sch. committee, 73.
New Bedford, Mass., school progress, 130 ff.
Newberey, W., to procure text books, Portsmouth, R. I., 60.
New England, beginning of Quaker education in, 7f.
New England Yearly Meeting advices on education, 12f, 15f, 63f.
New England Yearly Meeting Boarding School, Portsmouth and Prov., R. I., progress, 63 ff;
Newland, J., Quaker colonist, Sandwich, Mass., 3.
Newport, R. I., school progress, 34 ff.
Newton, A. E., commends educational work among Negroes, 181 f.
Nichols, J., trustee, Alice Needham education fund, 152.
Northbridge, Mass., school reported 145.
North Carolina, receives aid, 175 ff.
North Weare, N. H., school progress, 155 f.

Oak Grove School and Seminary, Vassalboro, Maine, 164 ff.
Oliver, H., teacher, Lynn, Mass., 149, on school committee, Salem, Mass., 151.
Olney, S., receives bill from Job Scott for the instruction of his children, 103.
Osborne, A., letter to author relative to Clinton Grove Academy and Abigail Fry's school, North Weare, N. H., 156 f.
Osborne, J., visits Indians, 190.

Osborne, L. H., pupil at Abigail Fry's school, North Weare, N. H., 157.
Osborne, M., on school committee, Salem, Mass., 151.
Owen, E. P., author's indebtedness to, 164 note, 172, 174.
Owen, R. E., principal, Oak Grove Seminary, Vassalboro, Maine, 172.

Parker, S., presents bill for the education of Job Scott's children, 131.
Penn, W., influenced by Fox, 1. educational contribution, 7.
Perry, S., to aid in setting up a school, South Kingston, R. I., 106.
Philadelphia Yearly Meeting advice on education, 13, receives letter regarding the N. E. Yr. Mtg. Bdg. Sch., 74.
Philbrick, J., on school committee, Salem, Mass., 151.
Phipps. A. J., principal, Friends Academy, New Bedford, Mass., 137.
Plain language emphasized, 53f.
Pollard, P., to aid in procuring a school master, Nantucket, Mass., 118.
Pope, A., aid in founding Oak Grove School, Vassalboro, Maine, 164.
Pope, J., teacher, Lynn, Mass., 149.
Pope, S., receives orders for George Fox's primers, 151.
Portsmouth, R. I., school progress, 60 ff.
Potter, A., on education committee, Westport, Mass., 138.
Providence, R. I., school progress, 75–106.
Public school makes local Quaker school less and less necessary, 183f.
Purinton, B., wife of first supt., N. E. Yr. Mtg. Bdg. Sch., 77.
Purinton, C., to aid in setting up schools in Swansea, Mass., 139.
Purinton, M., on N. E. Yr. Mtg. Bdg. Sch. committee, 73, first supt., 77.
Purinton, W., on school committee, Falmouth, Maine, 158.

Quaker, organization, 3, significance of meeting, 3f, distribution of literature, 4f; meeting houses in relation to schools, 6; schools to be taught by members of the organization, 8f; character of early N. E. Quaker schools, 9 f; children not to attend town schools, 17 ff; school and pupil accounting, 20f; belief in religious and moral education, 24f; Quaker youth urged to enter the teaching profession, 27ff; interest in higher education, 28 f; Quaker women formulate rules and subscribe for school, 55ff.
Quakerism, spread of, 1ff; takes root in American soil, 3.
Quakers, laws against and cruelties inflicted, 2f; send children to corrupt schools, 17; obtain proportion of school taxes, 19, 149.

Ram Allah, educational work conducted at, 198.
Ramsdell, L., Vassalboro, Maine, attends Boarding School at Prov., R. I., 164.
Randell, P. A., to aid in selling school, Bolton, Mass., 148.
Reed, N., master, Quaker Academy, Windham, Maine, 159.
Rhod, A., his school supervised, 54.
Richardson, T., aids in settlement of school account, Newport, R. I., 36.
Richmond, New Hampshire, school progress, 153.
Richmond, Rhode Island, sets up a school, 110.
Ridgeland, South Carolina, aid extended for Negro education at, 188.
Robinson, A., teacher, Newport, R. I., 38.
Rodman, B., teacher, N. E. Yr. Mtg. Bdg. Sch., 77.
Rodman, S., on N. E. Yr. Mtg. Bdg. Sch. committee, 73; to aid in procuring school master, Nantucket, Mass., 118, contributor to and trustee of Friends' Academy, New Bedford, Mass., 131; secretary, Friends' Academy, New Bedford, Mass., 134.

Rogers, J., on education committee, N. E. Yr. Mtg., 15.

Rogers, P., on school committee, Salem, Mass., 151.

Rotch, W., on education committee, Nantucket, Mass., 115; contributor to, and trustee of Friends' Academy, New Bedford, Mass., 130.

Rotch, W., Jun., on school committee, New Bedford, Mass., 130; contributor to, and trustee of Friends' Academy, New Bedford, Mass., 132; mentioned in Obadiah Brown's letter to Daniel Straud, 144.

Rous, Lieutenant Colonel, and his son John join the Quaker organization, 3.

Rules, see *School.*

Sabin, I., on school committee, Uxbridge, Mass., 145; on school committee, Richmond, N. H., 153.

Salem, Mass., school progress, 150 ff.

Sampson, A., aids in founding Oak Grove School, Vassalboro, Maine, 164.

Sampson, W. A., directs work among Negroes, 178.

Sands, D., Quaker missionary, visits Maine, 161.

Sandwich, Mass., school progress, 142 ff.

Sawyer, M., director, Clinton Grove Academy, 156.

Sawyer, S., on school committee, Salem, Mass., 151.

School funds, at Newport, R. I., 36; at Smithfield, R. I., 46 ff, 53; for N. E. Yr. Mtg. Bdg. Sch., 67 ff; at Salem, Mass., 151 ff, for Oak Grove Seminary, Vassalboro, Maine, 164 ff; to aid the South, 172 ff.

School rules and regulations, in Smithfield, R. I., 47 ff; for N. E. Yr. Mtg. Bdg. Sch., 86 ff; in South Kingston, R. I., 107 f; at Nantucket, Mass., 116.

Schools in other countries maintained by Quakers, 197 ff.

Sharpless, I., advice as to separate N. E. Yr. Mtg. Bdg. School for girls, 99.

Scott, J., respecting the education of his children, 41 f; on education committee, Smithfield, R. I., 46; teacher, Smithfield, R. I., 51 f; on N. E. Yr. Mtg. Bdg. Sch. committee, 73; keeps school in Prov., R. I., 102 ff; on school committee, Uxbridge, Mass., 145.

Shearman, A., Jun., trustee Friends' Academy, New Bedford, Mass., 132; resigns as trustee, 137.

Sherman, A., to sell school in Portsmouth, R. I., 62.

Sherman, S., to receive subscriptions for school, Newport, R. I. 37.

Shove, G., to aid in setting up schools, Swansea, Mass., 139.

Shove, J., on school committee, Uxbridge, Mass., 145.

Shove, S., on school committee, Salem, Mass., 151.

Sisson, J., on school committee, Vassalboro, Maine, 164.

Slead, B., on school committee, Swansea, Mass., 140.

Sleeper, M., on education committee, Vassalboro, Maine, 162 ff.

Slocomb, E., requested to examine manuscript, and report, N. E. Yr. Mtg., 5.

Smiley, A. K., principal, Oak Grove Seminary, Vassalboro, Maine, 166 f.

Smith, A., on school committee, New Bedford, Mass., 130.

Smith, A. B., teacher, Lynn, Mass., 150.

Smith, D., to aid in procuring a school master, Dartmouth, Mass., 128.

Smith, J., on school committee, Uxbridge, Mass., 145.

Smith, R., to engage teachers, and to settle with the Rachel Thayer fund, 52 f; on N. E. Yr. Mtg. Bdg. Sch. committee, 73.

Smithfield, Rhode Island, suggests renewed efforts in setting up Quaker schools, 14 ff; school rules for, 47 ff; school progress, 41 ff.

South Kingston, Rhode Island, school progress, 106ff.
Southland, Ark., aid extended for Negro education at, 188.
South Weare, New Hampshire, school reported, 155.
Southwick, D., on school committee, Bolton, Mass., 147.
Southwick, L., his children to be given suitable schooling, Smithfield, R. I., 52.
Sparta, Ga., aid extended for Negro education at, 188.
Starbuck, C., teacher, Nantucket, Mass., 116.
Starbuck, D., on education committee, Nantucket, Mass., 115.
Starbuck, E., early settler, Nantucket, Mass., 115.
Starbuck, S., on education committee, and school master, Nantucket, Mass., 115.
Starkey, M., on school committee, Vassalboro, Maine, 164.
State aid for education, 170.
Steere, E., on school committee, Prov., R. I., 104.
Steere, T., to make inquiry as to number of scholars likely to attend, Smithfield, R. I., 51.
Straud, D., letter to Obadiah Brown relative to education, 143f.
Swansea, Mass., school progress, 139ff.

Taber, B., on school committee, New Bedford, Mass., 130.
Taber, J., on N. E. Yr. Mtg. Bdg. Sch. committee, 73; donates land and property for school, Vassalboro, Maine, 162; sends his son Daniel to school at New Bedford, Mass., 162.
Taber, J., Jun., on school committee, Vassalboro, Maine, 162.
Taber, Samuel, on school committee, Vassalboro, Maine, 162.
Taber, Sarah, teacher, Oak Grove Seminary, Vassalboro, Maine, 165.
Taxes for schools, see *Quakers.*
Taylor, J. W., his benevolence mentioned, 166.
Taylor, R., teacher, Newport, R. I., 38.
Taylor, S., aids in founding Oak Grove Seminary, Vassalboro, Maine, 164.
Teacher training work, 53, 199f.
Text books, 12, 35, 60, 102, 106, 108, 115, 128, 139, 151.
Thayer, R., fund for education, 45ff, 104.
Thomas, R. L., principal, N. E. Yr. Mtg. Bdg. Sch., 97 note.
Thornton, E., school master, and member o school committee, Smithfield, R. I., 41ff., 68f; trustee, Friends' Academy, New Bedford, Mass., 132.
Thurston, E., aids in settlement of school accounts, Newport, R. I., 36.
Toby, S. B., letter to Benjamin Green, depicting early life of N. E. Yr. Mtg. Bdg. Sch., 80.
Tomkins, M., seventeenth century Quaker woman, penetrates into the Province of Maine, 158.
Tripp, J., to aid in procuring school master, Dartmouth, Mass., 128.
Tripp, P., on education committee, N. E. Yr. Mtg., 15.
Tripp, S., on school committee, Sandwich, Mass., 142.
Tucker, H., to aid in procuring a school master, Dartmouth, Mass., 128.
Tuttle, A. C., supervises Indian schools, 195.
Tuttle, E. H., teacher in Indian schools, 195.

Union Hall School, Prov., R. I., 105 f.
University School Corporation, temporary amalgamation with N. E. Yr. Mtg. Bdg. Sch., 97f.
Upsall, N., a seventeenth century Boston resident, friendly to Quakers, 5.
Uxbridge, Mass., school progress, 52 mentioned, 145 ff.

Varney, P. C., teacher in Negro school, 180.
Vassalboro, Maine, school progress, 161 ff.

Wall, W. S., receives payment from Obadiah Brown for the education of Job Scott's children, 131.

Walton, G. A., advice as to N. E. Yr. Mtg. Bdg. Sch. for girls, 99.
Wanton, E., early Quaker colonist, Scituate, Mass., 3.
Wardsworth, D., school committee, Uxbridge, Mass., 145.
Warner, J., seeks position as school master, Portsmouth, R. I., 8, 60.
Weeks, E. S., teacher, Oak Grove Seminary, Vassalboro, Maine, 168.
Wells, T., supt., Indian schools, 190.
West Indian Islands, growth of Quakerism on, 1f.
Westport, Mass., school progress, 137 ff.
Wheeler, F. E., principal, Lincoln School for Girls, Prov., R. I., 101.
Wheeler, J. B., to aid in selling school, Bolton, Mass., 148.
Wheeler, L., school house to be placed on his land, Richmond, N. H., 154.
White, N., his children to have suitable schooling, Smithfield, R. I., 52.
Whiting, M., makes donation of land to Oak Grove Seminary, Vassalboro, Maine, 167.
Whittier, J. G., letter respecting the introduction of music in the N. E. Yr. Mtg. Bdg. Sch., 95 f.
Wicks, S., on committee to erect buildings for the N. E. Yr. Mtg. Bdg. Sch., 76.
Wilbur, T., to aid in setting up a school, South Kingston, R.I., 106.
Wilkinson, J., on school committee, Prov., R. I., 104.
Willets, D., teacher, Nantucket, Mass., 126.
Willets, J., teacher, Nantucket, Mass., 126.
Williams, D., submits report on school conditions, Newport, R. I., 38.
Windham, Maine, school progress, 159 ff.
Wing, P., on school committee, Sandwich, Mass., 142.
Winslow, E. A., preceptress and teacher, Oak Grove Seminary, Vassalboro, Maine, 168.
Winslow, N., on school committee, Falmouth, Maine, 158.
Winslow, W., on school committee, Falmouth, Maine, 158.
Wood, D., on education commitee, Westport, Mass., 138.
Wood, L. H., author's indebtedness to, v; advice as to separate N. E. Yr. Mtg. Bdg. Sch. for girls, 99.
Wood, W. T., clerk, N. E. Yr. Mtg., 165.
Woody, T., author's ind btedness to, and contributions to education, v; introduction by, ix; 177 note.
Worth, B., to aid in setting up a school, Nantucket, Mass., 123.
Worth, R., on education committee, Nantucket, Mass., 115.
Watson, T., on school committee, Bolton, Mass., 147.
Wotten, E., teacher, Nantucket, Mass., 121.

BLUFFTON UNIVERSITY LIBRARY
3 1195 00170 1680

LC 571 .K5 1928
Klain, Zora, b. 1884.
Educational activities of
New England Quakers

HECKMAN
BINDERY, INC.
Bound-To-Please®
JUNE 05
N. MANCHESTER, INDIANA 46962

P6-BYA-482